

Grimmway Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Grimmway Academy
Street	901 Nectarine Ct.
City, State, Zip	Arvin, CA 93203-2424
Phone Number	(661) 855-8200
Principal	Steven Sampson
E-mail Address	csampson@grimmwayschools.org
Web Site	www.gaarvin.org
CDS Code	15101570124040

District Contact Information	
District Name	Grimmway Academy Arvin
Phone Number	661-855-8200
Superintendent	Paul Escala
E-mail Address	pescala@grimmwayschools.org
Web Site	www.gaarvin.org

School Description and Mission Statement (School Year 2018-19)

Located in the rural community of Arvin in California's Central Valley, Grimmway Academy is a K-8 charter school that is redefining the achievement gap through its innovative blended learning model of instruction. Combining best practices in education with wellness and healthy lifestyle principles, students learn life skills that will support them on their path toward lifelong achievement and success - in whatever they choose to do. Grimmway Academy is a public school: we accept all students, tuition is free, students take the same tests, and our teachers have the same accreditations. Our advantage lies in our flexibility and autonomy to build an academic model that addresses the distinctive needs of our community.

Our Mission is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. Our Vision is for Grimmway Academy to transform the education landscape for students in rural areas by providing a model of excellence and innovation leading to college readiness and lifelong success.

The GA model is based on a blended learning approach, where concepts from the core curriculum are reinforced across a variety of different learning experiences. From fractions to history, to the life cycle of insects and plants, students learn concepts from their teachers in the classroom, experience them first-hand in the edible schoolyard and kitchen classroom, and work independently, at their own pace, using the latest technology in the school's Learning Labs. As part of our edible schoolyard program, students learn to grow and prepare healthy foods, while also developing life-enhancing skills, such as cooperation, collaboration, personal expression, and environmental stewardship. We expect great things for our students, parents, teachers, and staff, and strive to ensure a supportive learning environment for everyone. Small class sizes help to ensure that our highly skilled teachers can focus on the individual needs of each Grimmway Academy student.

Students receive two fresh and seasonal meals each day, prepared by our Chefs and nutrition experts in the Grimmway Cafe, where they also learn healthy eating habits and develop positive attitudes to trying new foods. Grimmway Academy also offers an afterschool enrichment program where art, music, homework assistance, crafts, and soccer clinics are available to all students.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	91
Grade 1	89
Grade 2	90
Grade 3	84
Grade 4	87
Grade 5	91
Grade 6	85
Grade 7	98
Grade 8	87
Total Enrollment	802

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.4
Asian	0.9
Filipino	0.1
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.2
White	4.1
Socioeconomically Disadvantaged	85.4
English Learners	34.0
Students with Disabilities	8.0
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	21	21	21
Without Full Credential	8	13	13	13
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	1	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Success For All Reading Roots and Wings-2015, Lucy Caulkins Reading and Writing curriculum 2015, CKLA-2018, Amplify-2018	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Engage New York-2015, College Preparatory Math 2015,	Yes	0
Science	Amplify Science-2018	Yes	0
History-Social Science	Core Knowledge History and Geography-2018 , TCI Online (K-5) TCI History Alive textbook (6-8)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The facility was built in July 2011. The school employs a Facility Manager, who inspects the campus on a daily basis. To ensure the school is clean, safe and functional, the school uses a facility survey checklist to do thorough monthly inspections of all areas on campus. If repairs are needed, they are done so in a timely manner. Our Custodial staff keep classrooms, restrooms, and Cafe clean and sanitary.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	35.0	29.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	31.0	16.0	19.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	525	99.06	35.05
Male	274	272	99.27	25.74
Female	256	253	98.83	45.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	499	494	99.00	35.02
White	21	21	100.00	38.10
Socioeconomically Disadvantaged	468	463	98.93	32.40
English Learners	310	308	99.35	26.62
Students with Disabilities	45	45	100.00	11.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	525	99.06	30.86
Male	274	272	99.27	29.41
Female	256	253	98.83	32.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	499	494	99	29.96
White	21	21	100	47.62
Socioeconomically Disadvantaged	468	463	98.93	28.29
English Learners	310	308	99.35	22.73
Students with Disabilities	45	45	100	8.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5	4.2	
7	37.4	20.2	17.2

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Grimmway Academy families are encouraged to perform 30 “Engagement Hours” per family each school year that their child is enrolled. These hours are not a condition of enrollment or student participation in any activity. All approved activities coincide with good parenting practices that help students succeed in school. Research shows that parents involved in their child’s learning at school results in higher student achievement and overall school experience.

Examples of Parent Engagement Hours:

- Attend SPGA Meetings
- Attending a Parent Conference
- Parent Forums
- School Site Council
- Governance & Board Meetings
- Volunteering in the Café
- Preparing Classroom Material
- Supervising a School Event
- Classroom Tutoring
- Attend a Cooking Class in the Edible Schoolyard

A Mutual Promise form is signed at the beginning of the school year by both the family and school official. The document outlines all the practices Grimmway Academy will implement to help your child succeed at our school. It also outlines what families must promise to do to support their child at GA with the goal of succeeding in our rigorous environment.

The Star Parents of Grimmway Academy (SPGA) is the parent group on campus that supports the stated mission and purposes of Grimmway Academy as defined by the school’s charter and as approved by the Board of Directors. The SPGA is organized for the purpose of promoting the interests of GA in cooperation with the administrators and teachers. In addition, they provide a forum for the sharing of ideas that will benefit GA and for educating parents about the GA educational program.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.8	0.6	0.0	4.0	3.5	3.5	3.7	3.7	3.5
Expulsions	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The school will review and update the safety plan by March 1 of each year and report on the status of its plan by July of each year. The annual assessment is completed by the School Site Council.

Grimmway Academy's School Safety Plan addresses and is compliant in the areas of disaster preparedness, student and staff safety, and staff training. All staff are regularly and continuously trained in emergency procedures and have been assigned specific tasks in the case of an emergency.

This School Safety Plan (SSP):

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and organizes emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures and provides Grimmway Academy clear guidance for planning purposes.
- Establishes the need for unified training and response exercises to ensure compliance.

A copy of the Grimmway Academy school safety plan is available in the Principal's office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	4	12		22		20		23		24	
1	20	8	8		22	4	12		22		19	
2	22		16		21	8	9		22		21	
3	22		16		20	5	20		24	8	15	7
4	29		9		25	2	9		22	4	13	
5	27		9		25	1	10		31	1	12	2
6	21	7	21		27	2	14		36	1	13	7
Other					18	4	3		44			4

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	750
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.80	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10830	2407	\$10,670	\$52,000
District	N/A	N/A	\$10,670	\$52,000
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,967	\$55,150
Percent Difference: School Site and State	N/A	N/A	-2.7	-5.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Grimmway Academy provides the same standards as other public schools: we accept all students; tuition is free; our students participate in state tests; we teach core academic curriculum; and our teachers have the same teaching credentials. Our advantage lies in our flexibility and autonomy to build an academic model that addresses the distinctive needs of our community. We provide small class sizes and highly skilled teachers who focus on the individual needs of each student.

We do offer a unique blended learning model to all students. This model reinforces core curriculum across a variety of learning environments and experiences. Students tackle concepts with their teachers in the classroom, work independently to reinforce these concepts using the latest technology in our Learning Lab. Students also rotate through Art, Physical Education and Music.

Title I funds are used to support core academics in the Learning Lab by providing supplemental learning, intervention with at-risk students, professional development for teachers and staff, and parental involvement.

Professional Development (Most Recent Three Years)

Grimmway Academy believes that a strong adult learning program is essential to developing teachers and student achievement. The school calendar is designed to have shortened days every Friday dedicated to adult learning. In addition, there are 15 days of adult learning in the summer, two at the end of every quarter, and five during the winter break. Three times a year the Shafter and Arvin campuses review common interim data and set priorities for learning. Grimmway Academy has established a balanced adult learning program with four main components: data analysis and curricular planning, instructional best practices, solutions teams and personalized adult learning. Professional learning has three point of emphasis; engagement, rigor, and assessment.

Professional learning is also embedded throughout the school day. Teachers have a 75 minute preparation each day. Once a week during prep the teachers meet in a department PLC (professional learning community) focused on inquiry questions and analyzing student work. Another day during prep teachers meet with an instructional coach to plan and review lessons. Every two weeks teachers meet either the principal or assistant principal of instruction to review academic data and their personalized educator plans.

Grimmway Academy also partners with high quality organizations to enhance professional learning for teachers. Two Teacher Leads (TLs) have on-going training through the Loyola Marymount Center for Math and Science Teaching (CMAST). STEM teachers work with TLs to plan, review observations, and participate in PLCs and professional development. All elementary school teachers work with Success For All coaches on literacy instruction. Through a partnership with the New Teacher Center, teacher coaches receive ongoing training and support.