

Grow Public Schools

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Grow Public Schools
Street	4800 Corporate Ct.
City, State, Zip	Bakersfield, CA, 93311
Phone Number	(661)885-6082
Principal	Lacie Harris - Grow Academy Shafter & Jenny Bard - Grow Academy Arvin
Email Address	Lacie Harris - lharris@growpublicschools Jenny Bard - jbard@growpublicschools
School Website	http://growpublicschools.org
Grade Span	TK-8
County-District-School (CDS) Code	15 10157 0156364

2024-25 District Contact Information

District Name	Grow Public Schools
Phone Number	(661) 885-6082
Superintendent	Ric Esquivel
Email Address	resquivel@growpublicschools.org
District Website	http://growpublicschools.org

2024-25 School Description and Mission Statement

Grow Public Schools is a TK-8 public charter schools located in the heart of the greater Arvin and Shafter community, serving students who are at risk of underperforming on state assessments. Our mission is to be part of a network of high-performing schools dedicated to academic excellence, empowering all students to thrive through a foundation of health and wellness, college and career readiness, and lifelong success. We are committed to providing a nurturing and rigorous learning environment that challenges students to exceed their potential and prepares them for a lifetime of success.

Each year, Grow Public Schools enrolls approximately 80 students in Transitional Kindergarten (TK) and 176 students per

2024-25 School Description and Mission Statement

grade from Kindergarten through 8th grade. The school aims to educate a total of 1,664 students annually across two school sites, serving grades TK-8 at each location.

Grow Public Schools vision is to provide underserved communities with a choice in education that leads to a life of opportunity for all students. Our goal is to ensure that every student is not only college-ready but also fully prepared for the challenges of higher education. We aim to equip students with strong academic skills, as well as a deep understanding of the importance of physical and mental well-being, fostering well-rounded individuals ready to thrive in all aspects of life.

At Grow Public Schools, we hold our students to high expectations. Our curriculum is both challenging and supportive, pushing students to engage with content across various disciplines while fostering a love of learning. We emphasize the integration of Humanities and STEM education, encouraging students to think critically, collaborate, and explore real-world applications of their knowledge. Central to our academic approach is personalized learning, which allows us to meet the unique needs of each student through individualized instruction in our Learning Lab. In addition, our daily literacy block ensures that every student receives dedicated time to build essential reading and writing skills, which are crucial for academic success across all subjects.

A key feature of Grow Public Schools is our focus on health and wellness. Through our Edible Schoolyard program, students engage in hands-on learning experiences that connect them to the process of growing healthy food in the garden and preparing it in the kitchen. This experiential learning model not only teaches students about nutrition and healthy food choices but also empowers them to make positive decisions about their health that can have a lasting impact on their academic performance and overall well-being. By incorporating these principles into the school day, we aim to equip students with the skills they need to thrive both inside and outside the classroom.

At Grow Public Schools, we believe that education goes beyond the school sites. By cultivating a strong sense of community, fostering a commitment to lifelong learning, and prioritizing overall well-being, we aim to equip our students to be resilient, capable, and prepared to face any challenges ahead. We take immense pride in our role in shaping the future of both our students and the broader Kern County community. Through our unwavering dedication to excellence, innovation, and student success, we are not merely closing the achievement gap—we are paving the way for a brighter, more prosperous future. This commitment is the foundation of our mission: to empower every student to reach their fullest potential and become the leaders of tomorrow.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA -- CKLA 2nd Edition (2024) Online Learning: Lexia Core 5 and Lexia Power Up (2024) ELD -- Mcgraw Hill (2024)) Amplify Language Studio (2024) Amplify ELD (2024)	Yes	0
Mathematics	Bridges to Mathematics Intervention (2024) NextGen Math (2024) Online Learning: ST Math (2024)	Yes	0

Science	Amplify Science (2024)	Yes	0
History-Social Science	McGraw Hill CA Impact (2024)	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	January 2025			
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Grow Public Schools, we accomplish our mission through continuous learning and growth, offering new educational opportunities, and creating an environment of achievement for all students. As a result, students excel academically, emotionally, and physically, maximizing their potential to prepare for the rigors of college, career, and life. A strong partnership with our families is key to successfully fulfilling our mission. Grow Public Schools actively collaborates with families to maintain a positive school climate and support student academic performance. Research confirms that students whose parents attend school events outperform their peers on state assessments. To this end, Grow Public schools provides multiple opportunities during the 2024-2025 school year to encourage parental involvement that benefits students. All approved activities and workshops are rooted in research and best parenting practices to ensure student success.

Opportunities for Parental Involvement

Mutual Promise Night: Before the school year begins, we host Mutual Promise Night to reaffirm our commitment to families. This event highlights the importance of our partnership in educating their children, with families committing to collaborate with teachers to maximize school effectiveness.

Individual Learning Plans (ILPs): Parents, students, teachers, and school administrators meet regularly to review ILPs, assess progress, and establish learning goals for student success.

Parent/Teacher Conferences: Held quarterly, these conferences offer opportunities for principals, teachers, and families to review student progress and develop strategies for continued success throughout the school year.

Parent Education and Training: We provide programs such as Loving Solutions and the Parent Project to help families support their children's learning at home. Additionally, families can access services related to health, nutrition, and other essential community resources.

Home Visits: At the start of the school year, teachers conduct home visits to remove barriers, build trust, and establish communication to support shared student success.

Volunteer Opportunities: Parents can contribute by supporting classrooms, leading extracurricular activities, assisting with leadership opportunities, chaperoning field trips, and more. A parent volunteer survey helps identify available talents, times, and days for participation.

Parent Leadership and Decision-Making: Families participate in decision-making through groups such as SSC, ELAC, SPGA, PAC, and the Grow Community Schools Advisory Council, advocating for school transformation and improvement.

Community Partnerships: Collaborations with local organizations provide families with access to resources and services related to health, culture, recreation, behavior, and more, linking families to valuable supports.

Program Evaluations and Feedback: Parents complete annual evaluations of Charter School programs, contributing to continuous improvement. Additionally, the annual Parent Satisfaction Survey and LCAP gather ongoing input and feedback from families.

Communication: Effective communication between the school and home ensures parents are well-informed about school and classroom activities. All communications are provided in both English and Spanish through various platforms, newsletters, and postings.

Coffee & Conversation: Monthly gatherings allow parents and guardians to engage in meaningful discussions, ask questions, and connect with the principal, support staff, and other families.

Spring Open House: This annual event informs families about the Annual LCAP, attendance expectations, testing data, promotions, study tips, and offers a chance to collect feedback from parents.

Family Nights: Events such as Family Literacy Night, Family Math Night, and SPGA Family Nights help build a stronger community, enhance student achievement, support learning at home, and motivate students for long-term success.

Parent Project and Loving Solutions: These programs assist families in addressing behavioral and emotional challenges, strengthening family-school partnerships, and fostering supportive home environments to improve attendance, focus, and academic success.

2024-25 Opportunities for Parental Involvement

Math and Reading Sessions: Workshops empower families with tools to support student learning at home, strengthen foundational skills, and address learning gaps across all grade levels.

Family Cooking Nights: These engaging events bring families together in the Edible School Yard kitchen to create healthy recipes while fostering collaboration and fun.

Monthly Community Workshops: Held once a month, these workshops introduce families to valuable resources such as city libraries, health services, financial literacy programs, food pantries, and more.

Transition to High School Workshops: Offered in the spring, these sessions help families navigate the high school transition process through partnerships with local high schools.

At Grow Public Schools, we remain committed to fostering meaningful family partnerships and creating a supportive environment where students thrive academically, emotionally, and socially.

Professional Development

Grow Public Schools believes that a strong professional 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 10 days of adult learning in the summer, one 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. Grow Public Schools 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-points 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 meets 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.

Grow Public Schools partners with several high-quality organizations to ensure continuous improvement in both teaching and student outcomes. Relay Graduate School is a key partner, strengthening lesson internalization and promoting data-informed decisions around student performance. For K-2 literacy instruction, we collaborate with Instruction Partners to implement evidence-based strategies that drive student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	51