

# Grimmway Academy Shafter

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

#### **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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Grimmway Academy Shafter
<b>Street</b>	471 W. Los Angeles
<b>City, State, Zip</b>	Shafter, Ca. 93263
<b>Phone Number</b>	661-630-7220
<b>Principal</b>	Joanna Kendrick
<b>Email Address</b>	jkendrick@grimmwayschools.org
<b>Website</b>	www.gashafter.org
<b>County-District-School (CDS) Code</b>	15 63578 0135186

Entity	Contact Information
District Name	Grimmway Academy Shafter
Phone Number	661-630-7220
Superintendent	Casey Yeazel
Email Address	cyeazel@grimmwayschools.org
Website	www.gashafter.org

### School Description and Mission Statement (School Year 2019-20)

Our mission is for Grimmway Academy Shafter, a K-6 public school, to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. Grimmway Academy Shafter will transform the educational landscape for students in the rural areas of Kern County 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 2018-19)

Grade Level	Number of Students
Kindergarten	87
Grade 1	98
Grade 2	92
Grade 3	86
Grade 4	86
Grade 5	90
Total Enrollment	539

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	0.6
Hispanic or Latino	88.5
White	10.2
Socioeconomically Disadvantaged	83.9
English Learners	29.3
Students with Disabilities	6.7
Foster Youth	0.7
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	9	14	14
Without Full Credential	13	18	16	16
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys/ 2017	Yes	0
Mathematics	Engage New York/ 2017	Yes	0
Science	Discovery Education/ 2017	Yes	0
History-Social Science	Studies Weekly/ 2018	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

### 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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	48	32	36	50	50
Mathematics (grades 3-8 and 11)	29	36	24	28	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	253	252	99.60	0.40	48.02
Male	124	123	99.19	0.81	39.84
Female	129	129	100.00	0.00	55.81
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	226	226	100.00	0.00	45.13
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	23	22	95.65	4.35	81.82
Two or More Races					
Socioeconomically Disadvantaged	220	219	99.55	0.45	44.29
English Learners	117	117	100.00	0.00	42.74
Students with Disabilities	17	17	100.00	0.00	35.29
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	253	252	99.60	0.40	35.71
Male	124	123	99.19	0.81	36.59
Female	129	129	100.00	0.00	34.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	226	226	100.00	0.00	34.51
Native Hawaiian or Pacific Islander					
White	23	22	95.65	4.35	50.00
Two or More Races					
Socioeconomically Disadvantaged	220	219	99.55	0.45	32.42
English Learners	117	117	100.00	0.00	32.48
Students with Disabilities	17	17	100.00	0.00	23.53

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.0	23.3	27.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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 POGA 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 Parents of Grimmway Academy (POGA) 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 POGA 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions		0.2	0.0	2.7	2.2	0.0	3.6	3.5	3.5
Expulsions		0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					30		15		29		6	
1					30		18		33			21
2					31		18		31		21	
3					28		18		29		24	
4					30		18		29		24	
5									31		24	
Other**												

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	539.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,648	\$4,388	\$9,260	\$60,408
District	N/A	N/A	\$9,260	\$60,408
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$80,680
Percent Difference - School Site and State	N/A	N/A	20.9	-28.7

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 2018-19)

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.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,484	\$49,378
Mid-Range Teacher Salary	\$74,721	\$77,190
Highest Teacher Salary	\$95,563	\$96,607
Average Principal Salary (Elementary)	\$116,638	\$122,074
Average Principal Salary (Middle)	\$113,482	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$145,000	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	3%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Grimmway Academy Shafter 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 Shafter 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 Shafter 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.