

Grimmway Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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

District Contact Information	
District Name	Grimmway Academy
Phone Number	661-855-8200
Superintendent	Christine Frazier
E-mail Address	chfrazier@kern.org
Web Site	www.kern.org

School Description and Mission Statement (School Year 2016-17)

Dear Grimmway Academy Families,

We are thrilled that you have chosen Grimmway Academy as the school for your child. At Grimmway Academy we are focused on ensuring that every child is provided the skills necessary to become a successful student. Working together we will succeed in making sure that every child leaves Grimmway Academy proficient or above grade level in math and reading and is college ready.

At Grimmway Academy we believe that each family plays an important role in their student's success in school. Grimmway Academy is a school of high expectations of everyone. We will have high expectations of your students and we will have high expectations of you to stay informed and to be involved. In return you can have high expectations of the entire staff of Grimmway Academy, administration, teachers, aides and the Board of Directors to be focused on providing the best possible education for your child.

Greg West-Principal

School Description:

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 the these 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 lifecycle 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 of 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 2015-16)

Grade Level	Number of Students
Kindergarten	85
Grade 1	80
Grade 2	89
Grade 3	88
Grade 4	87
Grade 5	82
Grade 6	83
Grade 7	85
Total Enrollment	679

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	0.6
Filipino	0.1
Hispanic or Latino	94.1
Native Hawaiian or Pacific Islander	0
White	3.7
Two or More Races	0
Socioeconomically Disadvantaged	88.8
English Learners	43
Students with Disabilities	7.5
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	20	22	22
Without Full Credential		3	8	
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.0	12.0
All Schools in District	88	12
High-Poverty Schools in District	88	12
Low-Poverty Schools in District	88	12

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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, Trade Books and class novels	Yes	0
Mathematics	Bridges Math Learning Center-2015, College Preparatory Math 2015,	Yes	0
Science	California Science 2008 - MacMillan/McGraw-Hill. One per student with related supplemental materials including workbooks and research based software. Social Studies: California	Yes	0
History-Social Science	MacMillan/McGraw-Hill. One per student with related supplemental materials including workbooks and research based software. DBQ! Project Resources, TCI History Alive.	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	35	46	35	46	44	48
Mathematics	28	29	28	29	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	87	87	100.0	39.5
	4	83	83	100.0	41.0
	5	83	81	97.6	48.1
	6	81	81	100.0	45.7
	7	85	85	100.0	55.3
Male	3	43	43	100.0	38.1
	4	42	42	100.0	30.9
	5	36	34	94.4	35.3
	6	38	38	100.0	44.7
	7	35	35	100.0	40.0
Female	3	44	44	100.0	40.9
	4	41	41	100.0	51.2
	5	47	47	100.0	57.5
	6	43	43	100.0	46.5
	7	50	50	100.0	66.0
Black or African American	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
Asian	3	--	--	--	--
	6	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	79	79	100.0	38.5
	4	79	79	100.0	41.8
	5	81	79	97.5	46.8
	6	76	76	100.0	44.7
	7	79	79	100.0	55.7
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	77	77	100.0	36.8
	4	71	71	100.0	38.0
	5	74	72	97.3	47.2
	6	70	70	100.0	44.3
	7	76	76	100.0	56.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	31	31	100.0	6.5
	4	33	33	100.0	9.1
	5	25	23	92.0	4.3
	6	24	24	100.0	8.3
	7	21	21	100.0	14.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	87	86	98.8	33.7
	4	83	83	100.0	28.9
	5	83	81	97.6	21.0
	6	81	79	97.5	16.5
	7	85	85	100.0	44.7
	8	85	85	100.0	44.7
Male	3	43	42	97.7	35.7
	4	42	42	100.0	28.6
	5	36	34	94.4	14.7
	6	38	36	94.7	16.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	35	35	100.0	40.0
	8	35	35	100.0	40.0
Female	3	44	44	100.0	31.8
	4	41	41	100.0	29.3
	5	47	47	100.0	25.5
	6	43	43	100.0	16.3
	7	50	50	100.0	48.0
	8	50	50	100.0	48.0
Black or African American	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
Asian	3	--	--	--	--
	6	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	79	78	98.7	32.0
	4	79	79	100.0	29.1
	5	81	79	97.5	20.3
	6	76	74	97.4	14.9
	7	79	79	100.0	46.8
	8	79	79	100.0	46.8
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	77	76	98.7	34.2
	4	71	71	100.0	26.8
	5	74	72	97.3	20.8
	6	70	68	97.1	17.6
	7	76	76	100.0	44.7
	8	76	76	100.0	44.7
English Learners	3	31	31	100.0	9.7
	4	33	33	100.0	12.1
	5	25	23	92.0	4.3
	6	24	22	91.7	
	7	21	21	100.0	9.5
	8	21	21	100.0	9.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	58	53	57	58	53	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	83	81	97.6	56.8
Male	36	34	94.4	58.8
Female	47	47	100.0	55.3
Hispanic or Latino	81	79	97.5	55.7
Socioeconomically Disadvantaged	74	72	97.3	51.4
English Learners	25	23	92.0	21.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.3	27.8	10.1
7	27.4	25	10.7

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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
- Coach/Lead an After School Activity

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. The SPGA parents meet on a monthly basis the 2nd Tuesday of each month and all parents are welcome to attend meetings.

If you would like additional information, please contact the school office at 661-855-8200.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.1	2.2	2.8	3.1	2.2	2.8	4.4	3.8	3.7
Expulsions	0.0	0.3	0.1	0.0	0.3	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 trained in the 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	19	1	4		21		4		21		4	
1	19	1	3		21		4		20		4	
2	20	1	4		21		4		22		4	
3	19	1	4		21		4		22		4	
4	23	1	3		27		3		29		3	
5	20	1	3		25		3		27		3	
6					26		3		21		4	
Other									21		4	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	580
Counselor (Social/Behavioral or Career Development)	.70	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	2.0	N/A
Other		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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10830	2407	8423	\$52,000
District	N/A	N/A	8423	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	8.1	

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Professional Development (Most Recent Three Years)

Grimmway Academy believes that a strong professional development program is essential to developing teachers, accomplishing high student achievement and nurturing leaders. Our school calendar is designed to have shortened days every Friday dedicated to professional development. In addition we offer our teachers 15 Summer, 5 Winter and 5 end of the year professional development days. Grimmway Academy has established a balanced professional development program with four main components: Data Analysis, new learning, GA Governance and Tiered Professional Development.

Our Data Analysis, Student Success Team meetings and Individual Learning Plan meetings take place during grade level and department meetings. Tiered professional development consists of two groups: A “New Teacher Cohort” and a “High Performing Teacher Cohort”.

A “trainer-of-trainers” model is often used to make the most effective use of resources with Lead Teachers serving as trainers and mentors. Overall our professional development is a balance between “trainer-of-trainers”, expert consultants and in-house expertise.

