

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

CMO

CFDA # 84.282M

PR/Award # S282M200028

Grants.gov Tracking#: GRANT12996425

OMB No. , Expiration Date:

Closing Date: Jan 10, 2020

PR/Award # S282M200028

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="01/10/2020"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Grimmway Schools"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/>	* c. Organizational DUNS: <input type="text" value="[REDACTED]"/>	
d. Address:		
* Street1:	<input type="text" value="5080 California Ave Suite 100"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Bakersfield"/>	
County/Parish:	<input type="text"/>	
* State:	<input type="text" value="CA: California"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="93309-0794"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Casey"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Yeazel"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="Executive Director"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="[REDACTED]"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="[REDACTED]g"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-112619-001

* Title:

OESE: Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter Management Organizations for the replication and Expansion of High-quality Charter Schools (CMO Grants) CFDA Number 84.282M

13. Competition Identification Number:

Title:

CMO

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Grimmway Schools Expansion and Replication Project Serving Educationally Disadvantaged Students in Kern County, California

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text"/>	<input type="text"/>
* c. State	<input type="text"/>	<input type="text"/>
* d. Local	<input type="text"/>	<input type="text"/>
* e. Other	<input type="text"/>	<input type="text"/>
* f. Program Income	<input type="text"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text" value="0"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:



School Name	Neighborhood	Congressional District	Congressional Representative
Grimmway Academy Arvin	Arvin, CA	CA-21	TJ Cox
Grimmway Academy Shafter	Shafter, CA	CA-21	TJ Cox
Grimmway Academy Proposed #3 K-8	Bakersfield, CA Cottonwood/Fairfax	CA-23	Kevin McCarthy
Grimmway Academy Proposed High School	Bakersfield, CA CSUB Campus	CA-23	Kevin McCarthy

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Grimmway Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	25,000.00	19,000.00	5,000.00	5,000.00	25,000.00	79,000.00
4. Equipment		60,000.00			60,000.00	120,000.00
5. Supplies	563,780.00	172,080.00	135,500.00	135,500.00	924,200.00	1,931,060.00
6. Contractual	147,559.00	69,351.00	40,781.00	47,459.00	146,952.00	452,102.00
7. Construction						
8. Other		8,000.00	23,000.00	30,450.00	39,363.00	100,813.00
9. Total Direct Costs (lines 1-8)	1,328,029.00	624,155.00	367,026.00	427,164.00	1,322,565.00	4,068,939.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,328,029.00	624,155.00	367,026.00	427,164.00	1,322,565.00	4,068,939.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S282M200028

Name of Institution/Organization Grimmway Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-GEPA Statement.docx

Add Attachment

Delete Attachment

View Attachment

Section 427 of the GEPA Provision

Grimmway Schools

U.S. Department of Education, Charter Schools Program, Grants to CMOs for the Replication and Expansion of High-Quality Charter Schools, CFDA 84.282M

In compliance with section 427 of the U.S. Department of Education's General Education Provisions Act (GEPA), the plan for identifying, selecting, retaining, and providing services to participants in the Grimmway Replication and Expansion Project will ensure equitable access to and participation at charter schools operated by Grimmway Schools (Grimmway).

Grimmway Schools is founded on a strong core belief that all students, regardless of race/ethnicity, socioeconomic status, English Learner status or special needs, have the ability to succeed in secondary school and in college. Consistent with California law (as well as all district, county and federal standards), Grimmway prohibits discrimination in enrollment on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes under the California Penal Code, or association with an individual who has the aforementioned characteristics. (Cal. Ed. Code § 47605(d)(1).) Every aspect of our student recruitment and enrollment practices will comply with charter authorizers, currently the Kern County Office of Education (KCOE) and the Richland Union Elementary School District (RUSD), as well as California and federal standards. Grimmway's outreach efforts will ensure equitable access to opportunities for all individuals, regardless of gender, race, national origin, color, disability or age. All of our marketing and presentation materials explicitly state that we welcome all students regardless of academic history, special needs, 504 plans, IEPs, etc. Materials are available in both English and Spanish, and translation in other languages is made available as needed. As detailed extensively in the attached Project Narrative, Grimmway will employ a

variety of strategies to ensure the full and successful participation of all students in our program, including those with special needs such as English Learners and students with disabilities.

In order to extend all educational offerings to students with special needs, we have developed a comprehensive strategy for students with disabilities. Students with disabilities will be served in the least restrictive environment, following all federal and state regulations including IDEA and Section 504, in order to best meet the individual needs of each student in our school community. All classes at Grimmway will be adapted for students with physical disabilities. Grimmway will ensure the facilities are fully compliant with the Americans with Disabilities Act and all federal, state and local provisions regarding accessible facilities for students and staff.

Grimmway is an equal opportunity employer and will comply with all applicable state and federal regulations regarding employment. Grimmway's staff recruitment procedures are designed to target high-quality personnel, and we encourage applications from candidates who are members of traditionally underrepresented groups. Currently our staff is predominantly non-white and reflective of the students we serve. We will ensure that students, teachers, staff and community members will not encounter any barriers to equitable access or participation in our school on the basis of gender, race, national origin, color, disability, age or any other protected class.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Grimmway Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Casey Middle Name:
* Last Name: Yeazel	Suffix:
* Title: Executive Director	
* SIGNATURE: Casey Yeazel	* DATE: 01/10/2020

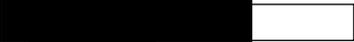
**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Mr .	First Name: Casey	Middle Name:	Last Name: Yeazel	Suffix:
-----------------	----------------------	--------------	----------------------	---------

Address:

Street1:	5080 California Ave Suite 100
Street2:	
City:	Bakersfield
County:	
State:	AS: American Samoa
Zip Code:	93309
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Applicant: Grimmway Schools. **Project Director:** Casey Yeazel, Executive Director.

Applicable Priorities: AP2; CPP1, CPP2, CPP3. **Project Objective:** Close the achievement gap for a larger number of Kern County, CA students by providing an environment for student excellence, health and well-being.

Project Description/Activities: Located in California's agricultural heartland in Kern County, Grimmway Schools (Grimmway) is a small, growing CMO that currently serves more than 1,400 students in K-8 at Grimmway Academy Arvin (GAA) and Grimmway Academy Shafter (GAS), two of just six site-based charter schools in the 8,000 square mile County. Our students are 85% socioeconomically disadvantaged, 35% English Learners, 8% Special Education students and 92% Hispanic/Latino. By most measures, our students are outperforming local District, County and State peers; demand for our expansion of our operations is high. Grimmway will use CSP funds to expand its successful model by adding grades 7-8 to GAS, and replicate with Grimmway Academy High School (GAHS), and Grimmway Academy #3 (GA3, K-8), adding 1,630 new seats during the grant term. A highly qualified, diverse staff will deliver rigorous, personalized curriculum and Multi-Tiered System of Supports along with our Edible Schoolyard program, operating with fidelity at each school.

Project Outcomes: Our goals are to: Increase the number of high-quality K-12 charter school seats that prepare Kern County students for success in college, career, and life; and to build network capacity and systems to ensure sustainability, quality, and fidelity to the model as network grows. Bellwether Education Partners will conduct a thorough, multi-year independent evaluation. Detailed objectives and performance measures will help guide our work. **Highlights**

of Project Features: Grimmway's Edible Schoolyard program; personalized learning with ILPs for every student; and high school plans for CTE pathways featuring dual enrollment college courses along with work-based learning opportunities.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



PROJECT NARRATIVE

TABLE OF CONTENTS

- (1) ABSOLUTE PRIORITY 2 – LOW-INCOME DEMOGRAPHIC... ERROR! BOOKMARK NOT DEFINED.**
 - (2) COMPETITIVE PREFERENCE PRIORITIES (CPP)..... ERROR! BOOKMARK NOT DEFINED.**
-

- CPP 1: QUALIFIED OPPORTUNITY ZONES ERROR! BOOKMARK NOT DEFINED.
- CPP 2 – NUMBER OF SCHOOLS..... ERROR! BOOKMARK NOT DEFINED.
- CPP 3 – HIGH SCHOOL STUDENTS..... ERROR! BOOKMARK NOT DEFINED.

- (3) SELECTION CRITERION ERROR! BOOKMARK NOT DEFINED.**
 - (4) (A). GRIMMWAY IS A HIGH-QUALITY APPLICANT (40 PTS) ERROR! BOOKMARK NOT DEFINED.**
-

- (1) ACADEMIC ACHIEVEMENT RESULTS..... ERROR! BOOKMARK NOT DEFINED.
- (2) NONE OF GRIMMWAY’S CHARTER SCHOOLS HAVE CLOSED ERROR! BOOKMARK NOT DEFINED.
- (3) NONE OF GRIMMWAY’S SCHOOLS HAS HAD ANY SIGNIFICANT ISSUES..... ERROR! BOOKMARK NOT DEFINED.
- (4) GRIMMWAY HAS CONTINUED SUPPORT AFTER FEDERAL FUNDING ENDS (10 POINTS)..... ERROR! BOOKMARK NOT DEFINED.

- (5) (B). GRIMMWAY’S GROWTH WILL EXPAND EDUCATIONAL OPPORTUNITIES AND HELP MORE EDUCATIONALLY DISADVANTAGED STUDENTS MEET/EXCEED STATE STANDARDS (20 PTS)..... ERROR! BOOKMARK NOT DEFINED.**
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- (1) GRIMMWAY’S SCHOOLS SERVE EDUCATIONALLY DISADVANTAGED STUDENTS ERROR! BOOKMARK NOT DEFINED.
- (2) GRIMMWAY’S NEW SCHOOLS WILL RECRUIT, ENROLL AND SERVE EDUCATIONALLY DISADVANTAGED STUDENTS, INCLUDING SPED AND ELS ERROR! BOOKMARK NOT DEFINED.

- (6) (C). QUALITY OF THE PROJECT DESIGN AND EVALUATION PLAN (30 PTS) ERROR! BOOKMARK NOT DEFINED.**
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- (1) CONCEPTUAL FRAMEWORK FOR RESEARCH AND DEMONSTRATION ACTIVITIES ERROR! BOOKMARK NOT DEFINED.
- (2) LOGIC MODEL ERROR! BOOKMARK NOT DEFINED.
- (3) GOALS, OBJECTIVES AND OUTCOMES ARE CLEARLY SPECIFIED AND MEASURABLE ERROR! BOOKMARK NOT DEFINED.
- (4) DESIGN FOR IMPLEMENTING AND EVALUATING THE PROJECT..... ERROR! BOOKMARK NOT DEFINED.

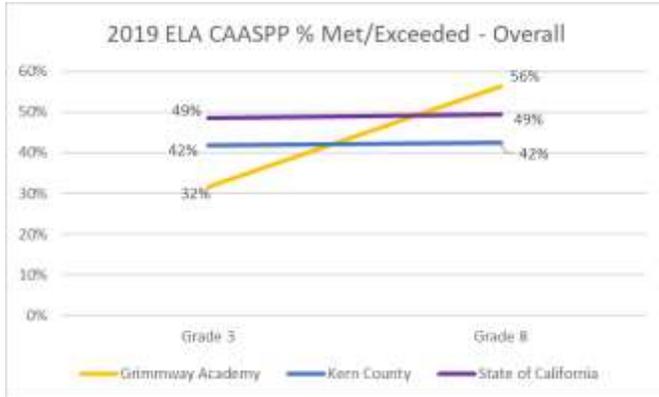
- (7) (D). QUALITY OF PROJECT PERSONNEL AND MANAGEMENT PLAN (10 PTS) ERROR! BOOKMARK NOT DEFINED.**
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- (1) QUALIFICATIONS OF KEY PROJECT PERSONNEL **ERROR! BOOKMARK NOT DEFINED.**
- (2) ENSURING FEEDBACK AND CONTINUOUS IMPROVEMENT IN OPERATIONS..... **ERROR! BOOKMARK NOT DEFINED.**
- (8) APPLICATION REQUIREMENTS ERROR! BOOKMARK NOT DEFINED.**

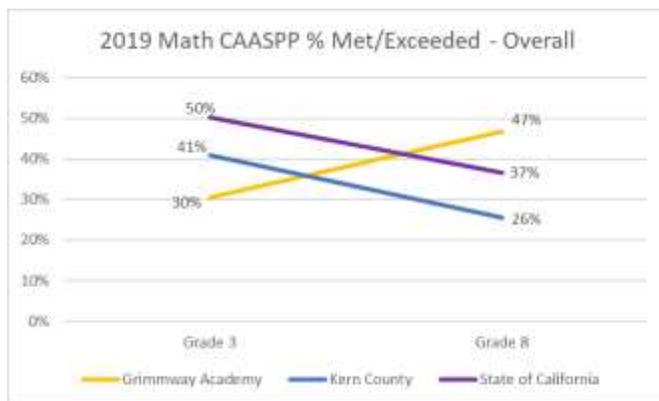
Located in California’s agricultural heartland, Grimmway Schools is a small, growing charter management organization (CMO) that currently serves more than 1,400 students in grades K-8 -- almost all of whom are “educationally disadvantaged” -- at two charter schools, Grimmway Academy Arvin (GAA) and Grimmway Academy Shafter (GAS). Our students are 85% Socioeconomically Disadvantaged (SED), 35% English Learners (EL), 8% Special Education (SpEd), and 1% Homeless/Foster Youth; 92% of our students are Hispanic/Latino, 6% White, 1% African American, and 1% Asian. Since opening our first school in 2011, Grimmway Schools (Grimmway) has demonstrated success in achieving our mission of closing the achievement gap for students in rural areas of Kern County by creating an environment for student excellence and well-being.¹ GAA, our flagship school, was recognized by the California Department of Education (CDE) as a *California Distinguished School*, awarded to just 5% of schools statewide. In just its second year of operations, GAS recently received a *“Similar Students” ranking of 10/10* from the California Charter Schools Association (CCSA), based on 2019 results on the California Assessment of Student Performance and Progress (CAASPP) compared to schools serving similar students statewide; GAA received a 2019 Similar Students rank of 7/10. Our two schools -- both with enrollment waitlists that attest to family demand -- are among just six site-based independent charter schools in the entire 8,000+ square mile County; in Arvin and Shafter, no other private, parochial or charter schools exist within 10 miles.

¹ We note that for purposes of this grant, Kern County and the areas we serve officially are defined as “Metropolitan,” thus we apply here under the Low-Income Absolute Priority. Yet a visitor would consider our communities decidedly rural. GAA is located in a town of 19,304 residents and GAS is in a town of 16,988 (<https://factfinder.census.gov/>); each town is separated from the next nearest population center by at least 8 miles of farmland.

Of particular note, test data shows that across the County and State, students are quite consistent in their proficiency rates between 3rd and 8th grades in ELA, with 42% of both 3rd and 8th graders scoring Met/Exceeded in ELA on the 2019 CAASPPs across the County, and 49% for both across the State. Yet at GAA, our older students showed significantly *higher* proficiency rates in ELA, with *nearly twice as many* of our 8th graders meeting or



exceeding standards in ELA (56%) as our 3rd graders (32%). In other words, *the longer students are at GAA, the stronger their academic outcomes*. In Math, the differences are far more stark: across the County and State, as students age, the percentage who meet standards on the CAASPP *drops*, with the State average going from 50% meeting or exceeding standards in 3rd grade to just 37% of 8th graders (and from 41% to 26% in Kern



County). But at Grimmway, again, we see the opposite outcome, with our 8th graders demonstrating 17 percentage points *higher* rates of proficiency than their 3rd grade counterparts.

Our instructional model integrates rigorous, standards-aligned Humanities and STEM curricula; personalized learning through detailed Individual Learning Plans (ILPs) for *every* student, updated every six weeks; Learning Lab for 360-440 minutes weekly of online adaptive learning and Small Group Instruction in our extended day block schedule; a daily literacy block; inquiry-based and experiential learning; and a data-driven Multi-Tiered System of Support

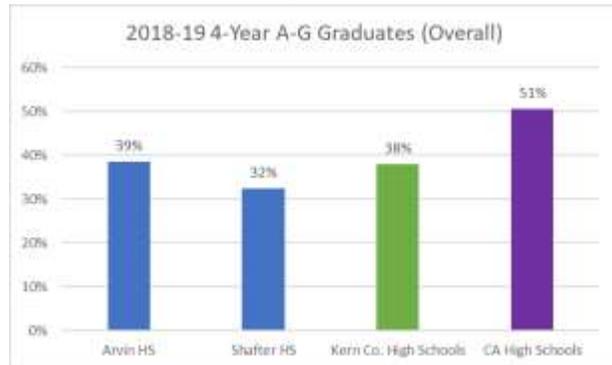
(MTSS) approach embedded throughout the school design. We establish a collaborative home-school connection through home visits, frequent home-school communications and parent engagement in school activities and committees. Recognizing that quality teaching is the keystone to our success, our faculty participates in over 260 hours of professional development (PD) annually; multiple full-time Instructional Coaches at each school provide weekly one-on-one coaching to help teachers continuously improve their teaching practice.

Central to our mission is a focus on students' health and well-being, and their development as stewards of the natural world. This is in direct response to the fact that Kern County currently is ranked 57th out of 58 California counties for Health Factors, which include health behaviors, clinical care, social and economic factors, and the physical environment. (countyhealthrankings.org.) Grimmway's custom-built school campuses are designed to feature the acclaimed Edible Schoolyard (ESY) program, with a one-acre organic garden and kitchen classroom at each school where certified teachers lead 90-minute experiential classes for all students weekly, along with an on-site chef who prepares locally-sourced nutritious meals daily that are free of charge for all students. GAA was one of just 30 schools statewide (out of approximately 10,000 K-12 public schools) to receive an Exemplary Recognition Award from CDE for its Physical Activity and Nutrition Programs in 2014.

Beyond our core mission of success for our K-8 students, our vision always has been for more students in Kern County to be prepared for, and enroll in, 4-year colleges and universities. In Arvin, where GAA is located, *64.2% of adult residents have not completed high school and a full 46.8% of residents over 25 have not completed 9th grade*; only 2.4% have earned a 4-year degree. Despite being a clear priority for education in our County, in 2019 only 38% of Kern County's graduates (compared to 51% statewide) completed California's "A-G" requirements

that are a precursor for admission to one of the nine University of California or 23 California State University campuses;² at Arvin HS and Shafter HS, the current options for our students from GAA and GAS, only 39% and 32% of graduates respectively completed A-G.

Spurred by demand from our families to continue their children’s education with Grimmway, along with the data that shows



that the longer a student is with us, the more gains they make in proficiency against state standards, our strategic growth plan now includes a critical new high school option in central Kern County as we continue to grow our K-8 impact.

Our Theory of Action, detailed more fully in Section (C)(1), below, is as follows:



By achieving these steps, we will succeed in realizing our mission of closing the achievement gap for students in Kern County, and our ultimate goal that our students are prepared for the academic rigors of secondary school and Institutes of Higher Education as they develop the knowledge and values to build a healthy, humane, and sustainable future.

² The A-G/College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the UC/CSU schools, including 4 years English; 3 years Math; 2 years Lab Science; 2 years History; 2 years World Languages; 1 year VAPA; and 1 year College Prep Elective.

ABSOLUTE PRIORITY 2 – LOW-INCOME DEMOGRAPHIC

Grimmway’s students are 85% SED, more than double the 40% threshold required under this Absolute Priority.³ Through this grant over the next five years, Grimmway will expand and replicate to create 1,630 new charter school seats in underserved communities of Kern County, with each location serving student populations that are 77-94% SED. Specifically, Charter Schools Program (CSP) grant funds will be used to: (1) Expand GAS to full K-8 capacity by adding 180 seats in 7th and 8th grades, with the same demographics as are currently enrolled at GAS (84% SED); (2) Replicate our model to 1,000 seats in grades 9-12 with Grimmway Academy High School (GAHS), planned in partnership with California State University Bakersfield (CSUB) and Bakersfield College (BC), the local community college, with Career Technical Education (CTE) pathways featuring dual enrollment college courses and work-based learning experiences with industry partners. We are in discussions with CSUB to co-located GAHS on their campus.⁴ While CSUB is located within the attendance boundaries of a high-performing and not-as-diverse public high school, Stockdale HS (SED 37%), CSUB is on the northwest corner of Stockdale’s attendance zone, bordering an area served by four low-performing HS’s: Bakersfield HS (75% SED), West HS (86% SED), South HS (96% SED) and Mira Monte HS (95%). (See CPP 3, below, for student outcome data.) Combined, these five

³ All student data is from cde.ca.gov/Dataquest unless otherwise noted.

⁴ This co-location plan is not yet finalized, though we have completed architectural drawings and discussions with CSUB are progressing. In the event the co-location does not come to fruition, GAHS will secure a nearby location in order to readily access CSUB and our CTE industry partners in Bakersfield, close to public transportation options so that students from across the County can access the school. Several viable options have been identified.

HS's have an average SED of 77%. We will focus outreach efforts in the attendance areas of the low-performing HS's to offer these students a high-quality alternative to the sole public high school option in the area. ;⁵ In 2024, we will open a K-8 school that will serve as a feeder to GAHS (see CPP 3 below). We anticipate that by Y3 of the grant (2022-23), approximately 50% of GAHS' enrollment will come from GAA and GAS (85% SED)

GA3 Target Area Average Enrollment (6 ES, 2 MS)	
SED	94%
EL	36%
SpEd	9%
Foster/Homeless	3%
Hispanic/Latino	87%
African American	6%
Asian	1%
White	5%

and 50% will come from the surrounding community (77% SED).⁶ We also plan to seek priority in our lottery for enrollment for SED students as well as those who will be first generation college enrollees. (3) Replicate with a new K-8 school, Grimmway Academy #3 (GA3), that will open with 450 students in K-4 during the grant term and ultimately serve 800 students. The target community for GA3 currently has no charter schools, and the existing six elementary and two middle schools have demographics that mirror our current K-8 schools (e.g., 94% SED, 36% EL, 87% H/L).

Grimmway Schools Enrollment Roll-Out Chart

⁵ Two parochial school options are not feasible for most of the SED families we serve.

⁶ It is important to note that in CA, no funding is provided to charter schools for transportation of students, and thus charter schools typically do not provide transportation unless required by law (i.e., in an IEP). See, e.g., lao.ca.gov/reports/2014/education/school-transportation/school-transportation-022514.pdf. Nevertheless, GAHS' budget includes \$80k per year per feeder school site in contracted transportation expenses to support our students in getting to the HS; public transportation options (train/bus) into Bakersfield/the CSUB campus also are available.

	Grant start 4/1/20		Grant end 3/31/25				Total New Seats	Total Seats at Capacity
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25		
Grimmway Academy (K-8)	800							800
Grimmway Academy Shafter (K-8)	620 (K-6)	90 - 7th gr	90 - 8th gr				180	800
Grimmway Academy HS (9-12)		Planning	250 - 9th gr	250 - 10th gr	250 - 11th	250 - 12th gr	1,000	1,000
Grimmway Academy #3 (K-8)					Planning	450 - K-4th	450	800
Totals	1,420	90	340	250	250	700	1,630	3,400

Thus, all charter schools included in this CSP grant will serve student populations that are substantially similar to those currently enrolled at Grimmway, with well over 40% SED.

COMPETITIVE PREFERENCE PRIORITIES (CPP)

CPP 1: QUALIFIED OPPORTUNITY ZONES

(a) GA3 will be located in Census Tract 24 or 25 in the southeast outskirts of Bakersfield, both Qualified Opportunity Zones (QOZ), as designated by the Secretary of the Treasury under



section 1400Z-1 of the Internal Revenue Code (IRC).

Grimmway has identified several appropriate parcels of land within 24 in particular that meet our criteria for a new K-8 school site. In addition, under

this grant GAS, which is located just 0.5 miles from a QOZ (Census Tract 41.02) and currently draws approximately ~22% of its enrollment from within that QOZ, will expand to add grades 7 and 8 with 180 new seats. Further, while GAHS’s planned co-location at CSUB is not in a QOZ, enrollment at GAHS will draw from GAA and GAS, both of which serve students who reside in

School	# New Seats by Grant End	% Served in QOZ
GAS	180	~22%
GAHS	1,000	~60%
GA3	450	100%
Weighted Average		~66.85%

QOZs,⁷ and will draw from the underserved area to the east of the CSUB campus which includes several QOZs (including Census Tracts 19.02, 20,

21, 26, 16 and, as noted above, the planned location of GA3, 24 or 25). We conservatively estimate that GAHS will serve approximately 60% students who reside in QOZs. Details about how Grimmway will serve residents in these QOZs is provided below in CPP3 (regarding the GAHS program) and Section regarding the K-8 program at GAS and GA3.

(b) Not applicable.

CPP 2 – NUMBER OF SCHOOLS

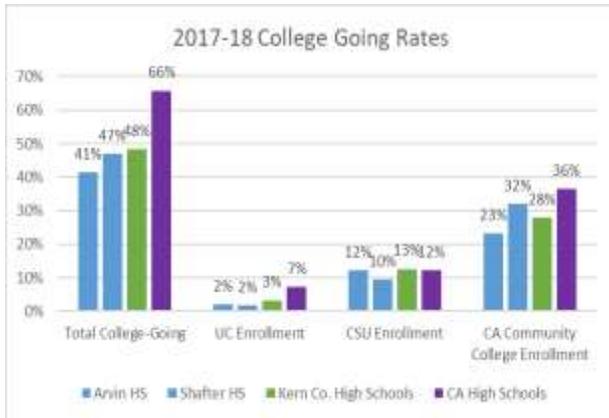
Grimmway currently operates two schools. (See Appendix E.)

CPP 3 – HIGH SCHOOL STUDENTS

More than 51% of the new seats opened with this CSP grant will be high school seats at GAHS (1,000 seats), which will serve almost exclusively educationally disadvantaged students. GAHS will prepare all students for enrollment in institutions of higher education (IHE), as defined in subsection (e) of CPP3 in the Notice Inviting Applications (NIA), through an intentionally designed program that holds high expectations for their success in IHE while providing comprehensive supports. Building on the success of our K-8 model, we will offer a personalized, rigorous college-preparatory program with comprehensive MTSS to ensure each

⁷ GAA is located adjacent to two QOZs, census tracts 06209006303 and 06209006304, and draws approximately 78% of its enrollment from these QOZs.

student succeeds. A-G completion rates and thus UC/CSU admissions eligibility rates among high school graduates in Kern County are well below State averages (38% in Kern County v.



51% CA in 2019); college enrollment rates in our community are well below state averages, particularly in Arvin, where just 41% of recent HS graduates enrolled in college v. 66% statewide.

By establishing GAHS in partnership with CSUB and BC, we are addressing the critical need in Kern County to ensure more of our young residents graduate high school qualified to enroll in and succeed in college. GAHS will *require* A-G course completion as a condition of graduation, along with taking the ACT or SAT, submitting at least one college application and the FAFSA.⁸ A comprehensive Advisory program with intensive college prep and life skills programming will walk students and families through these steps, preparing them for each stage of the process, including test prep, essay writing, application assistance and more.

All of our 9th graders will enroll in a dual enrollment Public Speaking course during their second semester freshman year. At the start of their sophomore year, each student will choose from one of four CTE Pathways: Agricultural Business, Food and Nutrition Science, Aerospace, or Teacher Preparation. Each Pathway is being designed in collaboration with industry partners and CSUB/BC faculty with a proscribed series of introductory and advanced courses. While all

⁸ On a case by case basis, certain requirements may be waived, such as for students transferring in after freshman year, those with IEPs, or who meet California’s alternative diploma requirements for foster/homeless youth.

GAHS students will be expected to complete at least one dual enrollment course each year – earning a total of 12 units (3 units per course) of transferrable college credits by the time they graduate high school – qualifying students will have the opportunity to earn an Associate’s Degree from BC or admission to CSUB’s Hawk Honors program by the time they complete their HS diploma. Just as work-based experiences in their chosen pathway will give students real-world exposure to careers in their field, each no-cost dual enrollment course will offer students an opportunity to truly see themselves as successful college students, completing college-level coursework.⁹ Our MTSS program will ensure each student receives the scaffolding they need to succeed in these courses, and following a gradual release of responsibility approach, students will gain independence and thrive on their own as they progress.

California notoriously has the second highest student:counselor ratio in the nation, most recently reported as *760 students to one college counselor*, three times the recommended ratio of 250:1. (<https://www.schoolcounselor.org/asca/media/asca/Publications/ratioreport.pdf>) At Arvin HS, where the overwhelming majority of our GAA alumni currently enroll after 8th grade, there currently are seven “generalist” counselors and *just one college/career technician for a student population of more than 2,600*. In response to this dearth of resources, Grimmway has employed a Director of College and Alumni Initiatives (DCAI) since 2018, who is supporting and tracking our 8th graders as they go on to high school and college. Our DCAI fills the role of college counselor for our alumni – *and increasingly, their friends at Arvin HS who did not attend GAA but whom they bring along to see her* – with an array of college prep activities:

⁹ See, e.g., <https://www2.ed.gov/programs/slcp/finaldual.pdf>

- **Parent Education:** Monthly parent workshops and family forums include both structured education on the college application process, financial aid, A-G requirements, etc., as well as discussions about adolescent issues, first generation college-going and much more.
- **After-School Tutoring:** the DCAI tutors alumni after school and weekends in AP courses, Geometry, essays and more, teaching study skills, note taking and other key strategies.
- **College Visits:** Overnight trips (for many, their first time away from home), include visits to colleges ranging from CSU East Bay and San Francisco State to UC Berkeley and Stanford.
- **Application Assistance:** the DCAI iworks with alumni to refine their list of colleges and start working on their applications and essays.

For our K-8 students, college prep and family education begins formally in 3rd grade with discussion of A-G, college awareness and the expectation that these students can and will go to college. Parent education workshops occur monthly in middle grades, with intensive support for culminating 8th graders as they select their 9th grade courses and prepare for HS.

As we open GAHS, we will hire four academic/college counselors in Y1 with our incoming class of freshmen. Initially these counselors will help: build our relationships with colleges/universities and programs; develop our dual enrollment programs and support student success; and develop a comprehensive parent education and support program. These counselors will never have a case load higher than 250:1 as they support students from 9th-12th grades. The CMO DCAI will continue to lead college prep efforts at our K-8 schools, partnerships with programs such as the Posse Foundation, and support for alumni who do not enroll in GAHS. We will add a 5th counselor in Y3 as our first cohort reaches 11th grade to further bolster our support resources for upper classmen. While our first class of seniors will not graduate until shortly after the grant ends (June 2025), starting in 2024-25 we will add a Director of College Success

position that will support our HS graduates as they enroll in college, including continued FAFSA assistance, peer support groups, helping alumni advocate for themselves and access resources on their college campuses and tracking their persistence in college.

As detailed in Section (C)(1) below, Grimmway is partnering with Bellwether researchers to conduct a formal evaluation. Project-specific performance measures tied to our college prep program include: 100% HS graduation rate; 100% A-G completion rate; 100% of graduates will have taken the ACT/SAT, applied to at least one college and completed the FAFSA; and 100% of graduates will have completed at least 12 units of dual enrollment credit with CSUB/BC.¹⁰

SELECTION CRITERION

(A). GRIMMWAY IS A HIGH-QUALITY APPLICANT (40 PTS)

(9) ACADEMIC ACHIEVEMENT RESULTS

As detailed more fully in this section below, our students are outperforming their peers in the local districts and Kern County by virtually every measure, outperforming almost every Statewide subgroup measure, and approaching *overall* State proficiency levels, despite large disparities in demographics.

THE GRIMMWAY MODEL: We are accomplishing student success through a rigorous academic model that includes high expectations for every student, with differentiated, personalized instruction and myriad strategies to scaffold and provide interventions in MTSS. Teachers write an ILP for all students. ILPs are updated every six weeks based on interim

¹⁰ Given that our inaugural class will not graduate until a few months after the grant term ends, we will rely on the GAHS Graduation Tracking tool, modeled after similar successful HS programs, that will be used by students and their Academic/College Counselors to track their progress towards graduation requirements and goals on a semester basis. This tool will be used by Bellwether to assess students' progress towards goals prior to the grant end.

assessments, and include assessment information, measurable, explicit goals that are realistic yet ambitious for a six-week period, classroom modifications, computer curriculum focus, and after school interventions. All students participate in Learning Lab for 360-440 minutes each week, where they receive targeted, individualized instruction in Literacy and Math at their current level based on the most recent assessment data, both online with adaptive software that adjusts to their specific needs (and provides crucial, real-time data for our teachers), and via Small Group Instruction (SGI) led by Instructional Assistants. Learning Lab time also includes Leveled Readers for students to read at their “just right” level, both fiction and non-fiction. By providing an extended school day from 7:55 a.m. to 3:40 p.m. for K-8, we give our students extra school time to catch up academically. In fact, a student enrolled at GAA for K through 8th grades receives 164,580 instructional minutes beyond state requirements, *equivalent to more than three years of added learning time*. Students also can participate, free of charge, in our after school program, with tutoring provided by teachers, Instructional Assistants and administrators.

The Edible Schoolyard (ESY) goal is that every child has the opportunity to share in the planting, harvesting, cooking, and eating of delicious, healthy food thus learning about the importance of healthy food choices. In 90-minute garden and kitchen classes, certified ESY teachers (six at each K-8 school) connect garden and kitchen lessons to math, science, social science and language arts curricula. Students practice churning butter and grinding their own wheat and corn into flour. Students count 100 seeds in a tiny tomato and are awed by its ability to hold the potential for 100 plants. They practice the principles of ecology as they reuse, recycle and compost. Vegetable peels and scraps become stock, a tin can becomes a cookie cutter, and bottles are employed as rolling pins. Children carry garden produce to the kitchen and then return kitchen scraps to the garden’s compost pile, thus participating in nature’s cycle of

regeneration. As they plan menus in anticipation of crops they planted, and as they eat their way through the seasons, their attachment to the natural world strengthens and they learn to be stewards of the environment and aware of the world around them.

The Grimmway Café at each site, led by an executive chef, serves nutritious and delicious meals every day that are freshly prepared using seasonal, locally-grown fruits and vegetables. The Grimmway Café has eliminated most processed foods, all trans fats, high fructose corn syrup, chemicals, dyes, additives, and nitrates from our school lunches, making virtually everything from scratch. We are working to eliminate refined sugars and refined flours. School breakfast, lunch and supper (after-school) are provided free to *ALL* students, who are encouraged to enjoy the provided meal rather than bringing lunch from home, though if they do bring in food from home, families are urged to follow our healthy guidelines. ESY provides on-site cooking classes, health and nutrition lessons and farmer's markets for family members held quarterly. Parent volunteers also help to serve student meals and maintain the garden.

All Grimmway curriculum is aligned with California Common Core State Standards (CCSS), including Next Generation Science Standards (NGSS), as well as national professional organizations such as the National Council for Teachers of Mathematics, the National Academy of Sciences, and so on. Curricular resources are selected based on their success with similar populations of students, levels of student engagement, and ability to personalize/differentiate. Current K-8 resources include: **ELA:** Success for All, Core Knowledge Language Arts, Readers/Writers' Workshop, Amplify ELA; **Math:** Engage NY and College Preparatory Math; **Science:** Amplify Science; **Social Science/History:** Core Knowledge History and Geography. Students also engage in array of Visual and Performing Arts (VAPA) and enrichment activities

including field trips.¹¹ (A chart of sample K-8 curricula is included in Appendix H.) Teachers use the Understanding by Design (UbD) framework to backwards map lessons to major objectives in the standards. Learning is integrated across core subject areas, and our subject-specialist teachers (even our youngest students rotate to Humanities and STEM specialists after Homeroom) collaborate extensively to coordinate lesson planning and continuously review data. The faculty participates in extensive training on critical analysis of data in order to address any performance deficiencies or negative data trends. Data analysis is tied to professional development (PD) for teachers, so that teachers can enhance their understanding of student performance and rethink current pedagogical practices to meet the changing needs of students.

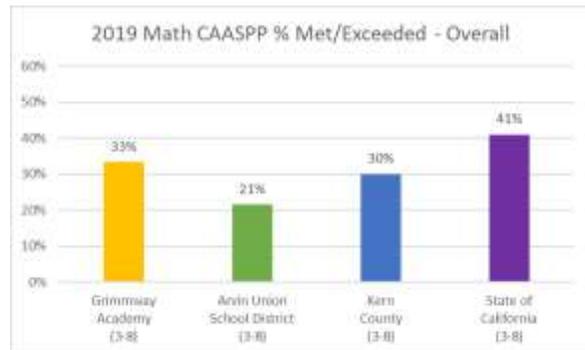
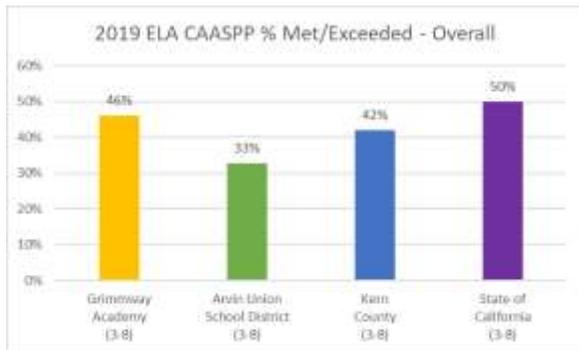
Full-time, full-release Instructional Coaches are provided for every teacher at a ratio of 13:1. These coaches serve the formal role as mentor for new teachers and provide support and feedback for each teacher in a non-evaluative context. We collaborate with the New Teacher Center (NTC), a nationally recognized, research-based non-profit dedicated solely to the development of instructional coaches and mentors, to provide training for our Instructional Coaches to ensure industry-standard best practices. We partner with outside experts to conduct in-depth PD in Literacy and Math, including multi-year partnerships with the Loyola Marymount University (LMU) Center for Math and Science Teaching (CMAST), Success for All (Literacy), UC Santa Barbara Mathematics Project, and EL learning PD provided by the County.

Finally, we attend to our students' psycho-social needs through social-emotional learning, restorative justice strategies, and on-site counseling support. Success for All's *Getting Along*

¹¹ At the secondary school level we offer single-sex sports and clubs such as Girls in STEM. At all times, Grimmway Schools complies with title IX of the Education Amendments of 1972 (20 U.S.C. 1681, *et seq.*) and its implementing regulations, including 34 C.F.R. 106.34.

Together program helps K-8 students build social and emotional skills (SEL) with a three-pronged focus: students learn thinking and cognitive skills, emotional management, and interpersonal and social skills. In addition, the Community Matters Inside-Out Approach helps us build a positive school climate with a solution-oriented restorative practices approach. We partner with local service organizations for referrals for our students/families in need, including those experiencing homelessness, food instability, trauma or other stressors. These programs and efforts help Grimmway maintain a zero suspensions or expulsions environment for the past two and a half years, and, as detailed below, high stakeholder satisfaction rates across the board.

STATE TEST DATA: On the 2019 California Assessment of Student Performance and Progress (CAASPP), administered to students in grades 3-8 and 11 in English Language Arts and Math, GAA students outperformed their grade 3-8 peers at the local District and County, and nearly matched the State proficiency rates, with 46% Met/Exceeded standards in ELA and 33% Met/Exceeded in Math:



In just its second year of operations, GAS’s 3rd-5th graders achieved similar results as GAA compared to other students across the State, with 48% Met/Exceeded in ELA and 36% in Math. Notably these students have not benefited from a full Grimmway educational span – the 5th graders tested started with us in 3rd grade -- and already are achieving strong results.

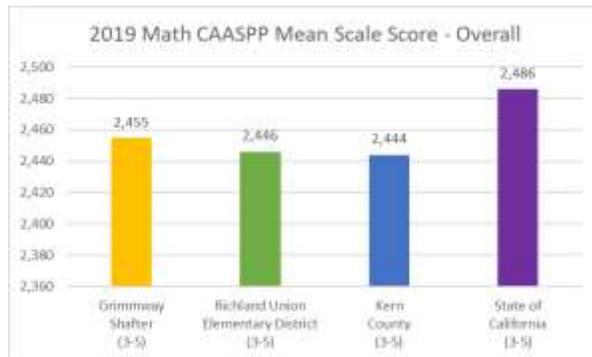
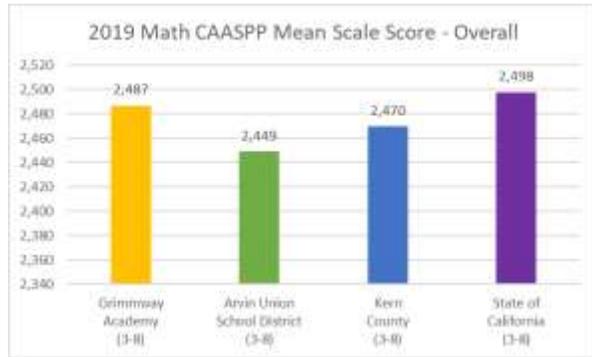
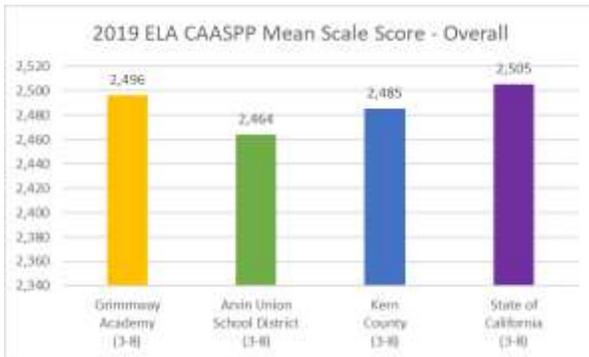


CAASPP Mean Scale Scores provide a holistic picture of students’ performance, accounting for both those students who Met or Exceeded the state standards, as well as those who scored Nearly Met or Not Met, and their specific range from the standard.¹² Comparing Mean Scale Scores (MSS), both GAA’s 3-8th graders and GAS’ 3-5th graders outperformed their grade level peers in the surrounding Districts and Kern County in both ELA and Math. Most

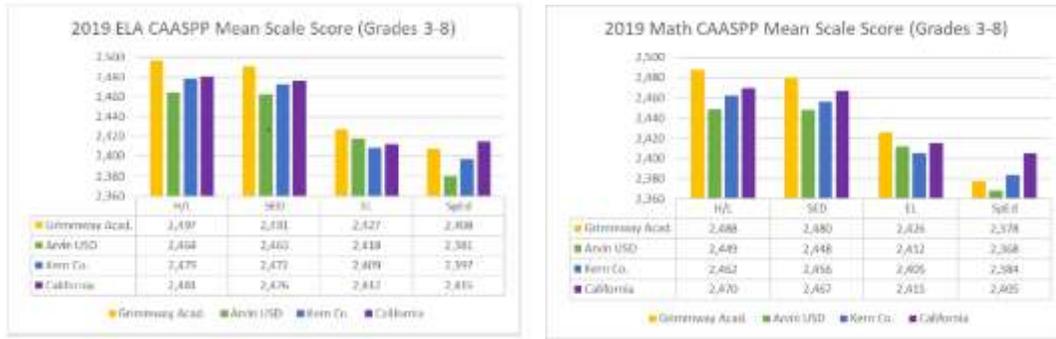
¹² The State’s new Dashboard accountability system includes a Distance from Standard (DFS) which is designed to accomplish a similar task in that it measures how far the “average” student is from meeting the grade-level standard. To date, the ability to segregate out grade level strands is not yet available, preventing apples to apples comparisons. But again, Grimmway’s performance on this measure demonstrates our strength: in 2019, GAA’s 3rd-8th graders have an ELA DFS score of -12 and GAS (3rd-5th grades) is -5, meaning our “average” students are 12 and 5 points from the standard, respectively. This compares to the local Districts (also grades 3-8) at -42 and -41; Kern County (includes 3-8 and 11th grade) is -147; and California (grades 3-8, 11) is at -3, just 9 points higher than GAA and 2 points higher than GAS. In Math, GAA has a DFS of -37 and GAS is -27, the local Districts are -73 and -63, Kern County is -233, and the State is -34.

notably, despite the fact that GAA serves 40 percentage points more Hispanic/Latino students, 24 percentage points more SED students and twice as many EL students as the Statewide average enrollment, GAA's students are within 9 points of the State MSS in ELA (2,496 v. 2,505) and within 11 points in Math (2,487 v. 2,498) for the same grade levels. In other words, **our students are closing the achievement gap.**

While GAS's students in 3rd-5th grades are not yet on par with the State just two years after the school opened, both GAS and GAA's students are outperforming their grade level peers in the surrounding District and County, by margins of 9 to 38 points.

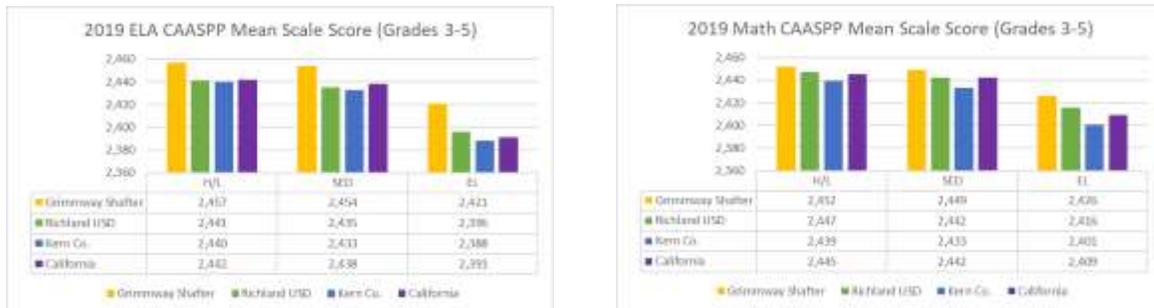


In looking at subgroup performance, Grimmway’s students are outperforming their grade level peers in the surrounding District, County and State across almost every metric for which subgroup data is reported:¹³



GAA’s Hispanic/Latino students had a 2019 MSS of 2497 in ELA (> State by 16 points) and 2,488 in Math (> State by 18 points); SED students at GAA were 2,491 in ELA (>State by 15 points) and 2,480 in Math (>State by 13 po ints); ELs at GAA were 15 points > State in ELA at 2,427 and 11 points higher in Math at 2,426; and GAA’s SpEd students were lower than State MSS rate in ELA by 7 points at 2,412 – though still higher than the surrounding District and County – and lower that both the State and County in Math, though still higher than Arvin School District at 2,378.

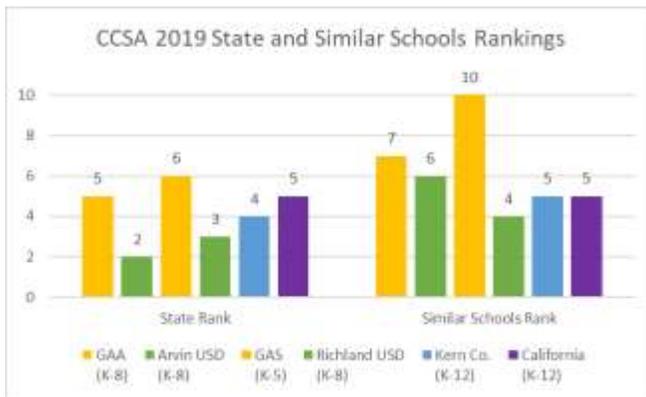
At GAS, Hispanic/Latino students in grades 3-5 at GAS outperformed their peers across the State in ELA by 15 MSS points (2,457) and 7 points in Math (2,452); SED students were 16



¹³ Subgroups not included here, including SpEd for GAS, had 10 or less students tested per grade.

MSS points stronger than the State in ELA (2,454) and 7 points in Math (2,449); and ELs at GAS were 30 MSS points higher in ELA than the State (2,421) and 17 points in Math (2,426).

CCSA STATE AND SIMILAR SCHOOLS RANKINGS: As California moved to a new statewide testing system and replaced the old system of school rankings, the California Charter Schools Association (CCSA) developed a method of comparing public schools using CDE-published test data. Based on this analysis of 2019 test data, GAA and GAS are outranking the



comparisons, particularly when the focus is on schools serving “similar” demographics of students. GAA and GAS rank 5/10 and 6/10, respectively on the state rankings, higher than their two surrounding Districts, Kern County and on par with or higher than

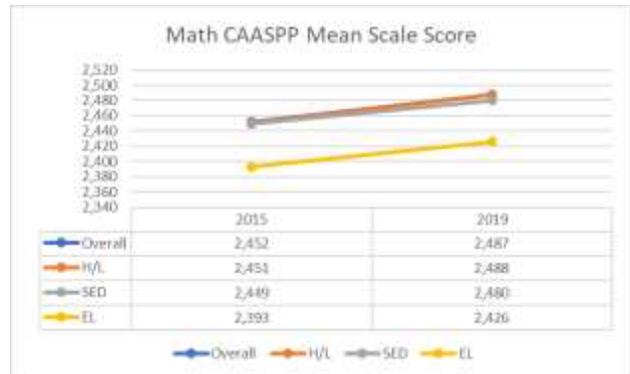
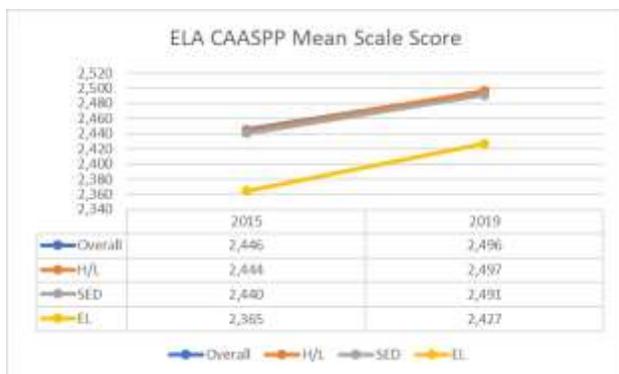
the State mean. Similar Schools reveals a greater disparity with GAA at 7/10 and GAS at 10/10 – in the top 10% of schools Statewide serving a similar demographic of students – while the comparisons range from 4-6.

ATTENDANCE DATA: Average Daily Attendance (ADA) at both of our schools is quite strong, ranging from 95.3-96.2% at GAA the past three years and 95.5-95.7% at GAS the past two years; to date this year, ADA at both schools is above 96.0%. Across California, not including charter schools or schools operated by county offices of education, ADA in 2018-19 was 95.0%, based on enrollment of 5,511,004 and average attendance of 5,233,193 students.¹⁴

¹⁴ Based on email from K. Kappahn, Legislative Analyst’s Office, Jan. 2, 2020.

STUDENT RETENTION RATES: At our flagship school, which is now in its 8th year of operation and has operated a full K-8 span for four years, student retention rates have been 95-97% the past three years. The most common reason a family gives for leaving GAA is moving out of the area. At GAS, which is in just its third year of operations, retention has been 90% each of the past two years, which we expect will increase as the school reaches full K-8 capacity. Student retention rate data is not routinely tracked or available for non-charter schools in California,¹⁵ though dropout data is published for middle and high schools. *Grimmway has never had any dropouts.* In 2016-17, the most recent year for which dropout data is available, Kern County reported 176 dropouts and the State had 2,591 dropouts from 7th and 8th grades. At the high school level, Kern had another 1,116 grade 9-12 dropouts (2.0%), lower than the State rate that year of 2.4% (47,249 HS dropouts).

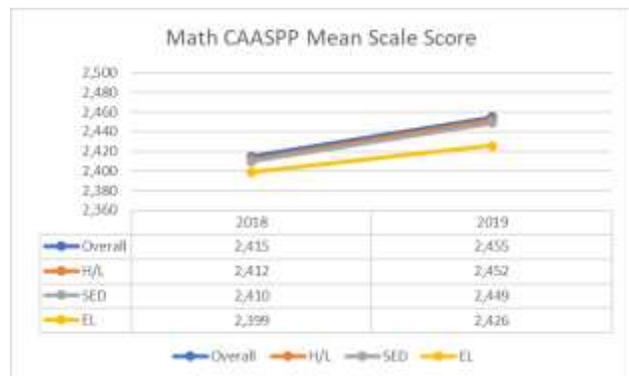
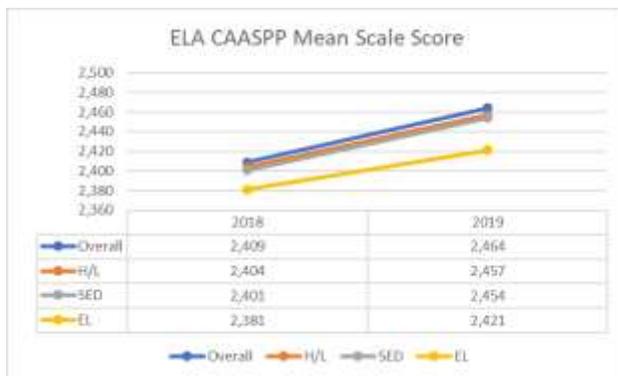
GROWTH DATA: In addition to the 2019 test data detailed above showing *our 8th graders demonstrating higher proficiency than 3rd graders*, unlike their peers across the State, our schools are exhibiting strong growth over time. In addition to the fact that our students demonstrate increased proficiency as they age up through the system – contrary to statewide norms, especially in Math, as illustrated in the Intro above, GAA has made steady improvements both schoolwide and for each subgroup since the new CAASPP tests were introduced in 2015.



¹⁵ Ibid.

Given that our Hispanic/Latino and SED subgroups each comprise an almost-majority of our student populations, the overlaps illustrated below are not surprising, but we are pleased to see that Overall, H/L, SED gained approximately 50 MSS points in ELA and ELs gained 62 points, while in Math, Overall, H/L, SED and EL gained approximately 30 points. In the same time period, across CA for the same grades, ELA MSS average gained 44 points and Math gained 33 points, thus GAA’s growth is on par with statewide gains.

At GAS, in just one year, Overall, H/L and SED gained approximately 55 points in ELA between when 3rd and 4th graders were tested in 2018 to 3rd-5th graders testing in 2019, with ELs making an impressive 40 point gain. And in Math, Overall, H/L and SED gained approximately 40 points, with ELs gaining 27 MSS points.



	Reading	Math
GAA (K-8)	60%	62%
GAS (K-5)	65%	70%

In order to track students growth between fall and spring each year, Grimmway

uses NWEA MAPs nationally-normed benchmark assessments twice annually (fall/spring).

Each student is assigned an annual growth target by NWEA based on their individual status. In 2018-19, 60-70% of students met their annual growth goals in Reading and Math.

ADDITIONAL DATA: EL Reclassification Rates are on par with State averages. At GAA, over the last three years, we have an average reclassification rate of 14%, compared to

14% for the same time period Statewide, 15% across Kern County and just 6% in the Arvin District. At GAS, EL reclassification was 13% in our first year of reclassification (reported fall 2018-19), though we anticipate it will be significantly higher in our second year of reclassifying students. We had **zero student suspensions or expulsions** in 2018-19. In our eight year history, Grimmway has never had an expulsion and has had just a few suspensions, compared to 4% average suspension rates across the County and State. **Parent engagement** is quite strong: parents can access information about their child's progress any time online via Illuminate, with computers available on campus for parents to use and training on how to use the system. Parents meet with teachers twice annually for formal conferences about their child's progress. Each site's School Site Council (SSC) provides monthly feedback to the Principal on all aspects of the school including allocation of resources and parent volunteers encourage all parents to get involved in school activities. Parents are notified about all Grimmway Board meetings and invited to attend (one parent-elected representative also sits on the Board); parents also participate in the annual goal setting and review process for the school site as the Local Control Accountability Plan (LCAP) is reviewed and updated annually. Parent education workshops, family cooking classes, family and community events, parent volunteer activities and more all foster a close home-school connection. Given the significant percentage of our families who are primary Spanish speakers, all printed/online materials are published in Spanish and translation is provided at meetings and events.

Parents, students and teachers are **surveyed annually** to assess their satisfaction and engagement with our programs with strong results: ***93% of parents and 86% of our students and believe Grimmway is preparing the students for success in college and career.*** Notably, ***97% of teachers and staff*** report they are proud to be team members at Grimmway.

(10) NONE OF GRIMMWAY’S CHARTER SCHOOLS HAVE CLOSED

Grimmway has not had any charter schools it operates or manages closed for any reason whatsoever; has not had a charter revoked due to noncompliance with statutory or regulatory requirements; and has not had our affiliation with any charter school revoked or terminated, including through voluntary disaffiliation. Grimmway Schools originally was established in 2010 as a non-profit public benefit corporation under California law, and granted 501(c)(3) status by the IRS, prior to the founding of GAA. (See App. D.) GAA’s charter was authorized in 2010 by the Kern County Office of Education (KCOE) on appeal after it was denied by the local Arvin Union School District. GAA opened in the fall of 2011; the charter most recently was renewed by KCOE for a new term that continues through June 2026. In 2016, the Richland Union School District authorized GAS for a five-year term through June 2022.

In the event closure of a school should ever become necessary, the California Ed Code contains detailed school closure procedures that Grimmway would follow, including sending written notice of the Closure Action to parents/guardians of all students currently enrolled (with detailed instructions about transfer, student records, etc.); the Board also would ensure that staff worked to identify available openings at nearby charter schools and other alternatives for displaced students. Cal. Ed. Code § 47605(b)(5)(P).

(11) NONE OF GRIMMWAY’S SCHOOLS HAS HAD ANY SIGNIFICANT ISSUES

Our two charter schools have not had any significant issues in the areas of financial or operational management or student safety, nor have they otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the schools’ charters. Grimmway has a very strong financial position, as evidenced in detail in the attached financials and most recent audit. Annual audits conducted by independent auditors certified by the State of California have been “clean” each year of operations with no findings. (See App. G

for the most recent audit and complete 3-year financials.) Our independent Board of Directors is trained annually by our back-office services provider, EdTec, in all aspects of financial management and budgeting, and reviews comprehensive financial reports at each meeting. Thanks to conservative fiscal planning, fiscal reserves currently exceed 36% of operating expenses, well in excess of the 5% reserve required of charter schools under California Ed Code.

Due to the high quality of our schools, along with the dearth of charter schools in the County, both GAA and GAS have been fully enrolled from Day 1, with waiting lists for entry. Given that school funding in California is based on ADA, full enrollment and strong annual ADA (>95% each year) have directly helped our bottom line. With population in the County growing at a steady clip,¹⁶ we anticipate continued demand. Purchasing land and custom building new facilities prior to opening are clearly a significant expense, but there is a real shortage of unused District school facilities in Kern County given recent population growth such that District facilities under California's Prop 39 law for charter use are scarce. The State's SB740 facilities reimbursement program generates \$1,147 per student in facilities funding for each school that meets certain SED minimums (currently 60%). Moreover, the luxury of customizing a facility – and one-acre garden space – to meet our model's needs has been a tremendous asset to our program.

(12) GRIMMWAY HAS CONTINUED SUPPORT AFTER FEDERAL FUNDING ENDS (10 POINTS)

In California, funding for charter schools does not include any start-up allowance for furniture, books, computers or other instructional materials, pre-opening staff time or planning,

¹⁶ https://www.bakersfield.com/news/bakersfield-grew-by-an-estimated-people-in-year-of-lowest/article_f5afc688-705f-11e9-aa8d-e70bd021bbf6.html

or a facility (including any necessary improvements). The same is true of charter schools that expand grade levels. Furthermore, California’s per-pupil funding, while improving in recent years, lags behind other states. (\$13,239 per student in K-12 in 2017-18, compared to a high of \$23,894 for New York and \$21,001 for District of Columbia.)¹⁷ (NEA Report 2018.) In addition, due to our slow-growth model for each new school, expenses outpace revenues until each school reaches capacity and becomes sustainable on standard public funding streams, projected at Y3 of operations for each new school. As noted above, ample reserves and strong fundraising help offset this initial deficit. Each Grimmway school is an independent LEA and thus receives funding directly; each school in turn allocates revenues to the CMO. Consistent with California Ed Code, the charter authorizer retains a 1% fee.

Grimmway’s operations and financials have been fully vetted by several entities in the process of awarding funds to our first two schools. We have a strong track record of securing grants from private entities \$2.25M since 2016-2017, including peer reviewed grants from the CA Department of Education (USDoE Charter Schools Program sub-grants for initial planning and implementation of GAA and GAS, both of which were completed favorably), the Walton Family Foundation, NewSchools Venture Fund and others. For the newly built facilities for GAA and GAS, Grimmway secured a total of almost \$25M in tax-exempt bond financing. In addition, Grimmway has a \$200,000 revolving loan with CDE.

CSP grant funds will provide critical one-time start-up money for Principal-in-Residence training, school planning/development and launch time; teacher/staff recruiting/hiring/training; student outreach and enrollment; curriculum and assessment planning; acquiring critical

¹⁷ Despite this low funding rate, California has the 2nd highest average teacher salaries in the nation at \$80,680 in 2017-18. (NEA Report 2019.)

equipment and supplies; and the Bellwether evaluation. CSP grant funds will be used to supplement, not supplant, any federal, state or local funds, and will not be used to pay for existing levels of service funded from any other source such as Title I or Title II or any non-allowed costs, in accordance with applicable regulations and CSP Nonregulatory Guidance.

(B). GRIMMWAY’S GROWTH WILL EXPAND EDUCATIONAL OPPORTUNITIES AND HELP MORE EDUCATIONALLY DISADVANTAGED STUDENTS MEET/EXCEED STATE STANDARDS (20 PTS)

(1) GRIMMWAY’S SCHOOLS SERVE EDUCATIONALLY DISADVANTAGED STUDENTS

As detailed above, Grimmway’s current schools enroll educationally disadvantaged students, including SpEd and EL, at higher or comparable rates than State (and County)

	Grimmway Academy (K-8)	Grimmway Shafter (K-5)	Kern Co. (K-12)	CA (K-12)
Total Enrollment 2018-19	814	539	192,446	6,186,278
SED	85%	84%	75%	61%
EL	38%	29%	19%	19%
RFEP	23%	10%	18%	18%
SpED	9%	7%	10%	12%
Foster/Homeless	1%	1%	2%	3%
Hispanic/Latino	95%	89%	65%	55%
African American	1%	0%	5%	5%
Asian	1%	1%	4%	12%
White	4%	10%	22%	23%

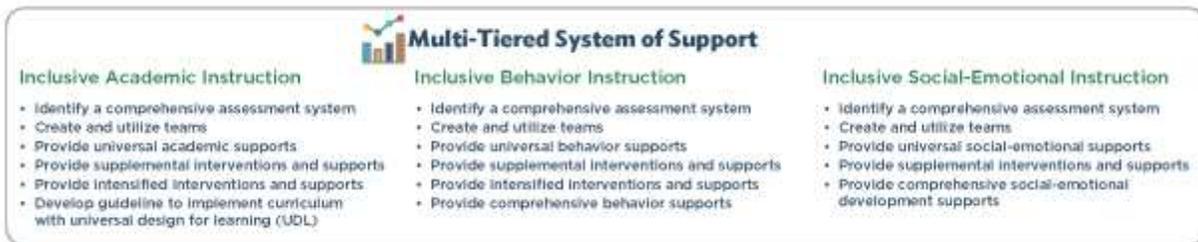
averages, with Grimmway’s schools serving more SED (85% v. 61%), EL (35% v. 19%), and H/L (92% v. 55%) than the State, due to the demographics surrounding our schools. We note that we are serving fewer SpEd students

than the State average (8% v. 12%) but we believe that our MTSS and personalized learning programs – with ILPs updated every six weeks for every student – result in fewer referrals for SpEd services. In looking at the local Districts where our two schools are located, some clear differences are seen at GAA in the percentage of EL and Homeless students especially.¹⁸ Arvin schools enroll a significant number (17.1%) of migrant students, and provide a comprehensive

¹⁸ At GAS, we note that this data is for the school’s 2nd year of operations with grades K-5, compared to K-8 District; with increasing years, we are confident the number of RFEP will increase as our students reach upper grades/have been with us longer and that our overall ever-EL percentage will be equivalent to Richland’s.

migrant services program as a result. While we of course welcome migrant students at our schools and conduct targeted outreach with groups such as the Kern Farm Bureau, and local Churches, we historically have not seen many enroll, perhaps because we do not have a migrant services program to offer them. As detailed in the following section, we conducted extensive and targeted outreach in our school communities and work hard to ensure that each new school is oversubscribed from day one, with a lottery for enrollment. All outreach is conducted in both Spanish and English,

MTSS: Grimmway currently is transitioning to MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the organization to support students. The MTSS framework utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. MTSS aligns with academic standards and behavioral expectations to accelerate each student’s performance to meet and/or exceed proficiency.



Through our personalized learning program, we identify low-achieving students through frequent benchmark assessments and review of individual student data. In-class assessments, NWEA MAPs, online data through IXL, Achieve 3000, ALEKS, NewsELA, Rosetta Stone, Dreambox, and Edmentum all continuously inform teacher practice.

Through the use of formative assessments such as the MAP test, DRA/DIBELS (K-2), teachers establish a baseline to identify students who need additional support. Classroom

accommodations and differentiated instruction are provided to all students to meet their individual needs through technology-rich adaptive learning during Learning Lab, progress monitoring, integrated and designated ELD, explicit direct instruction, and Culturally Responsive Teaching. Guided Reading groups are used to deliver more individualized objectives during normal classroom instruction. During Learning Lab, each class of students rotates through Literacy and Math Computer centers. In the Computer center, a student's interim assessment results are used to create a specific online intervention program running a learning management system that allows students to access customized "play lists" created by the Administration and teacher. The Learning Lab also has a full set of leveled books where students can read independently at their "just right" level. Behavioral and socio-emotional supports are centered around School-Wide PBIS, with clear expectations taught through Crew meetings for our younger students and Advisory in middle grades.

The second tier of intervention provides more targeted interventions in Small Group Instruction led by Instructional Assistants (IAs) within the Learning Lab, where students are grouped based on their specific needs. IAs deliver intervention curriculum and collect data on student progress, shared with teachers; tutoring also is available after school with teachers, administrators and IAs. When students are identified as needing additional behavioral support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring.

Students in tier two who are failing to make adequate progress towards their ILP goals enter the Student Success Team (SST) process and continue to receive tier two supports plus additional accommodations in the general education classroom. At the third Tier, Grimmway provides both push-in and pull-out services with specialists to ensure students with the most

significant needs are properly supported. IAs support teachers by working individually with students. Behavior and socio-emotional supports are centered around restorative practices. Utilizing Reflective Circles, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all students including the most vulnerable, academically and emotionally unresponsive students. If the SST believes further intervention is necessary, then the student may be referred to SpEd or 504 services.

At the HS level, while the same MTSS model and ILPs will be in place, credit recovery also will be offered year-round (including summer) via teacher instruction and programs such as APEX Learning, and students will be able to retake courses in which they did not receive a passing grade of C (required for A-G credit fulfillment). Students will learn to track their own progress and seek help when they need it, learning to take responsibility for their own success through time management and reflection on the quality of their work. Teachers, students, and families have access to assessment results in real-time via the Illuminate data system.

English Learners: Grimmway meets all state and federal requirements for ELs as pertains to annual notification to parents, EL identification, placement, program options, ELD and core content instruction (aligned with CA's CCSS-aligned *ELA/ELD Framework for California Public Schools*), teacher qualifications and PD, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. In accordance with CA law, if a school has more than 21 ELs, it forms an EL Advisory Committee (ELAC) comprised of parents of ELs and other stakeholders who recommend and oversee policies to ensure proper EL placement, evaluation, and communication.

Structurally, Grimmway runs a full-inclusion program taught by BCLAD/CLAD-certified teachers. Classes are taught in English with appropriate scaffolding using Project GLAD strategies. Research indicates that the most crucial aspect of instructing EL students is teacher PD.¹⁹ Thus, explicit PD focused on EL students is a critical focus of Grimmway, including GLAD strategies. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during Literacy block in Guided Reading, when EL students are leveled by English fluency. Explicit ELD focuses on developing oral language, grammatical constructs, and academic vocabulary in English. In our after-school tutoring program led by teachers, assistants and administrators, ELs who are not making significant gains based on weekly assessments receive Literacy and Math instruction as well as designated ELD.

Teachers monitor EL students using the same ILP process as other students. Because Grimmway focuses on each student individually, we are able to accommodate a much wider range of literacy levels. For example, ELs are the majority in all Reading groups in Kindergarten and First Grade and constitute at least one group in subsequent years. This allows teachers to then focus on instruction in language acquisition at the current level of each student.

EL students are reclassified based on ELPAC scores, CAASPP or standards-aligned interim assessments, and parent and teacher input. The goal is for each student to progress by at least one level per year on the ELPAC until they are reclassified, and to have an annual reclassification rate that is the same or higher than the local district. Every year, school leaders,

¹⁹ <https://files.eric.ed.gov/fulltext/ED535608.pdf>

CMO staff, the Board and the school's ELAC (with parent stakeholders) review the EL program, outcome data and stakeholder surveys to evaluate program efficacy.

STUDENTS WITH DISABILITIES: Grimmway supports students with disabilities through the general education program and does not maintain separate classes. Grimmway complies with all applicable state and federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act (IDEA). As detailed in the next Section, Grimmway ensures a free appropriate public education for all.

Through the MTSS model and our personalized structure, every student receives some form of differentiation, support and accommodation throughout their years at Grimmway. We have a full inclusion model, which means that students with an IEP have access to the same personalized learning approaches (Learning Lab, Small Group Instructors) and structures (Individualized Learning Plans) as all other students in the school.

MTSS: As detailed above, Grimmway adopts a comprehensive MTSS to intervene and to mitigate any underlying issues a student presents before undergoing an evaluation for SpEd services. Using MTSS, Grimmway identifies students at risk of having learning difficulties or failure in relation to specific learning outcomes and then plans intervention/instruction. Each student's progress is monitored and the intervention /instruction is adjusted based on the student's performance. MTSS is a way to provide students with the supports they need and to identify these needs early so that no students are left without the vital supports they need for academic success.

SST: If MTSS supports do not lead to sufficient progress in the student's achievement level for academic, behavioral or social emotional concerns, we form a SST (SST) to consider

additional or alternative supports. This team is comprised of the key people responsible for the child's learning and success, including the student's teachers, parents, the SpEd teachers, and the administration. The team collects data, discusses observed student strengths, areas of concern, and brainstorms interventions to address the student's needs. The team evaluates the students' plans every eight weeks to monitor progress, and meets at the end of that period to evaluate the effectiveness of the intervention. At the end of the monitoring period, if the student's achievement has not improved sufficiently, we request parent consent for referral for SpEd evaluation and testing for specific learning disabilities.

The SST mobilizes and coordinates the school's resources to support all students; a request for assistance from the SST can be made by a teacher, administrator or parent/guardian. The SST process is coordinated by the AP of Academics at each school or his/her designee, who manages the necessary paperwork, schedules meetings, and invites members (including parents) to SST meetings. All teachers receive PD regarding identification of student needs, modifications and interventions, and the SST process. The SST process begins by reviewing the student's progress and the modifications and/or interventions that have been tried, and concludes with an action plan. As needed, students are referred to a formal assessment process for identification of potential disabilities. Parents are informed that SpEd and related services are provided at no cost. For a student with an IEP, there is a dedicated team - including a SPED Coordinator, Behavior Specialist, School Psychologist, Classroom Teacher, and Administrator – that monitors progress and collaborates with the classroom and lab teachers to ensure that the IEP is implemented with fidelity and that individualized learning needs are met.

(2) GRIMMWAY’S NEW SCHOOLS WILL RECRUIT, ENROLL AND SERVE EDUCATIONALLY DISADVANTAGED STUDENTS, INCLUDING SPED AND ELS

Grimmway is firmly committed to serving educationally disadvantaged students by providing educational options where the existing public schools are failing yet no alternative options currently exist. Our expansion and replication plan over the next five years includes the following:

Grimmway Schools Enrollment Roll-Out Chart

	Grant start 4/1/20			Grant end 3/31/25				Total New Seats	Total Seats at Capacity
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25			
Grimmway Academy (K-8)	800							800	
Grimmway Academy Shafter (K-8)	620 (K-6)	90 - 7th gr	90 - 8th gr				180	800	
Grimmway Academy HS (9-12)		Planning	250 - 9th gr	250 - 10th gr	250 - 11th	250 - 12th gr	1,000	1,000	
Grimmway Academy #3 (K-8)					Planning	450 - K-4th	450	800	
Totals	1,420	90	340	250	250	700	1,630	3,400	

A detailed outreach plan is created prior to each school launch that includes a wide array of broad and specifically targeted activities. All activities and materials are in Spanish and English. Outreach and lottery application materials make clear that Grimmway is a no-cost public school open to all, with non-discrimination statements aligned with California and federal law. Parent volunteers from current schools and parents in the local community of the new school become integral partners in our efforts to disseminate information throughout the community. We know that parents talking to other parents about Grimmway is the most powerful outreach tool we have.

Outreach efforts include distributing fliers at local schools, churches, businesses, laundromats, parks, recreational facilities, community learning centers, libraries, service organizations, and other easily accessible community locations; attending local neighborhood and community events such as weekly farmers’ markets, fairs and celebrations; advertising on local radio and in the local neighborhood newspapers; making presentations to groups throughout the community and hosting open-houses on our campuses; and hosting events,

summer camps, celebrations and festivals on our campuses to spread awareness of our schools. Grimmway also focuses on establishing and maintaining strong relationships with local leaders and government organizations/agencies. We maintain comprehensive English/Spanish websites for each school where families can access enrollment applications and learn more about upcoming programs and events. See App H for a detailed recruiting/outreach plan.

Our admissions and enrollment policies and procedures are consistent with California law, District policies and federal requirements, including the Charter Schools Program Non-Regulatory Guidance. Grimmway does not require a parent/legal guardian/student to provide information prior to admission regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes in the CA Penal Code.²⁰ When more applications are received than there are spaces available in a school, admission is determined by a lottery. Currently enrolled students are exempt from the lottery. California law requires that preference be given for in-District residents; an additional preference may be added for residents of the local elementary school attendance area within which the charter school is located, for purposes of SB740 facilities reimbursements. Grimmway also will request preference for SED and first generation college students for GAHS to ensure these students have access to the school. At all times, Grimmway has and will conduct its lotteries in compliance with all applicable laws and guidance, including the terms of this grant.

²⁰ Cal Ed. Code § 47605(d)(1) and §220; CA Prop. 209.

At existing schools, Grimmway continues to engage the community through week-long summer camps; community cooking classes sponsored by Sprouts; Farmer's Markets; Wellness Fairs (local health and dental clinics, nutritionists, etc. present health info); Family Reunions (for alumni and current families) and Winter Carnivals (entire local community invited) for prospective and existing students, families and teachers. Grimmway will replicate this successful model as the infrastructure becomes available at expansion schools and their local communities, leveraging parent input throughout each stage of the process to ensure we reach the "hardest to reach" families. Senior staff and the Board review data about outreach efforts, applications received, enrollment data, student demographics and more to ensure we are fulfilling our mission of serving Kern County's most underserved families, including ELs and SpEd students.

FAPE: Grimmway Schools will ensure all educationally disadvantaged children will receive a free, appropriate education. Each new charter school, like our current two schools, shall be its own local educational agency ("LEA") member of the Kern County Consortium Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). As detailed extensively in each charter petition, Grimmway will ensure that it adopts and implements policies and procedures that comply with the mandates of state and federal laws, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Grimmway also will comply with all provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to Grimmway pertaining to

SpEd students. Furthermore, Grimmway will comply with California State Board of Education (SBE) guidelines, and all California laws pertaining to SpEd students.

No child will be excluded from the admissions process or excluded from attending Grimmway due to his/her IEP or suspected disability; Grimmway is committed to serving all students who wish to attend our schools, and will not discourage parents of students with special needs from applying for admission or enrolling their child. All teachers and staff will participate in comprehensive PD on identifying and serving students with disabilities.

As its own Local Education Agency (LEA) and member of a SELPA, each Grimmway school pledges to work in cooperation with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. Per federal law, all students with disabilities will be fully integrated into Grimmway programs, with the necessary materials, mandated services, and equipment to support their learning. The schools will ensure that any Grimmway student with a disability is properly identified, assessed and provided with necessary services and supports. Grimmway will meet all the requirements mandated within a student's Individual Education Plan (IEP). The schools will include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Search and Serve: Grimmway will follow SELPA child-find procedures to identify all students who may require assessment to consider SpEd eligibility and SpEd and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty, parents and school leaders, Grimmway will work to identify any students who do not currently have an IEP but may be in need of pre-referral interventions.

Assessment: The SpEd Coordinator will be responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment, consistent with applicable law. Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for SpEd services. If the student is deemed eligible for services, Grimmway will provide specialized services according to the student's IEP.

IEPs: Grimmway will comply with the federal mandate of the least restrictive environment (LRE"). Grimmway's SPED Team (including SpEd Resource Specialist, School Psychologist, Speech Therapist, and School Counselor) will administer the SpEd program at each school and provide services for SpEd students. Any services that the SPED IEP Team or Grimmway staff cannot provide will be provided by outside contractors (such as occupational therapy, speech therapy, etc.). All Grimmway faculty and staff members will attend PD necessary to comply with state and federal SpEd laws, including those sponsored by the SELPA. The IEP team will formally review each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

Documentation: Grimmway will provide all required California, SELPA and Federal Government data. The SpEd Coordinator will ensure that a central file with all SpEd and IEP materials is maintained, locked and confidential, in accordance with IDEA guidelines.

Discipline: Grimmway will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, including any and all responsibilities to provide and/or fund SpEd services and/or alternative placements. Prior to imposing any discipline on a SpEd student that would legally constitute a change in placement, a manifestation determination must first be convened to determine whether the conduct at issue was a manifestation of the student's disability or caused by a failure to implement the student's IEP.

Due Process: Grimmway will provide parents with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions. In the event that a parent/guardian files a request for a due process hearing or request for mediation, Grimmway will comply with all applicable laws, regulations and SELPA policies. Parents or guardians also have the right to file a complaint with the CDE or SBE if they believe that the school or SELPA has violated federal or state laws or regulations governing SpEd.

(C). QUALITY OF THE PROJECT DESIGN AND EVALUATION PLAN (30 PTS)

(1) CONCEPTUAL FRAMEWORK FOR RESEARCH AND DEMONSTRATION ACTIVITIES

We start with some underlying assumptions and context to our work in Kern County:

(1) Currently, besides our two schools, *only four other site-based charter schools exist in all of Kern County*, including two K-8 schools (one of which serves less than 100 students and is located in the Los Padres National Forest, the other is 100 miles northeast of Arvin) and two K-12 schools (both approximately 30 miles from GAS in the NW corner of the County). At 8,142 square miles, Kern County is twice as large as neighboring Los Angeles County, yet with approximately 890,000 residents, it has less than 1/10th of LA County's population.

(2) College degree attainment in Kern remains well below State average, as detailed above.

(3) Kern County’s population has been steadily increasing and is projected to continue this growth. With this context in mind, our Theory of Action is that:



We know – as extensive educational research has documented -- that the success of our model lies in the efficacy of our teachers: high-quality teachers are the key. (E.g., Sanders and Rivers, 1996; Haycock, 1999) As detailed above, we invest heavily in time and resources to ensure our teachers have comprehensive, ongoing coaching and PD to continuously improve their teaching practice as they work to meet the needs of each individual student. As we grow as an organization, this commitment to our talent is paramount, and will guide us as we add positions at every level of the organization from our first Chief Operating Officer to HR support at the CMO to all levels of school site staff. (Org Charts are included in Appendix H.)

The extensive data included above and in Appendix F attests to the success of our personalized approach to student success. As we replicate our model at both the K-8 level and newly to the 9-12 level, we are continuously driven by data at every level. Just as teachers use data to differentiate the learning program for each student and revise their students’ ILPs every six weeks, our senior staff and the Board review data to assess progress towards short and long-term goals. We note that Each Grimmway school will be guided by the outcomes and objectives detailed in its Local Control Accountability Plan (LCAP), required of all LEAs (including independent charter schools) under California’s public school funding system, the Local Control Funding Formula. An LCAP must be submitted by each LEA by June 30 of each year for the upcoming fiscal year (starting July 1), involving all types of stakeholders in the process. The

LCAP includes specific goal setting (school-wide and subgroup), objectives, actions tied to expenditures, identification of measures to assess progress, timelines (over a three year period) and specific funding allocations across eight state priorities (many of which have several sub-parts). Each LCAP includes both Absolute Measures (enrollment, standardized test data, graduation rates, etc.) tied to objective data, and Comparative Measures, tied to our comparison schools/districts' performance outcomes. A brief summary of anticipated school site goals and activities, aligned with the LCAP structure, is included in Appendix H. The LCAP will provide an important tool for new school leaders to engage stakeholders in a collaborative planning process and to set clear goals and objectives, allocate resources, and reflect on strengths and weaknesses. Beyond the grant evaluation, the LCAPs serve as the primary vehicles by which we measure the success of each school, hold school leaders accountable for achievement of objectives, and provide support from our network office.

(2) LOGIC MODEL

In collaboration with our partners at Bellwether, Grimmway has carefully designed the following Logic Model for CSP grant activities (a large version is provided in Appendix H):

Inputs/Context: <i>Kern County context:</i> Lack of charter school options in County (only 4 other site-based schools); college degree attainment far below State average; County population rising. <i>Grimmway Inputs:</i> Rigorous instructional model with personalized, differentiated instruction & inquiry-based learning; Data-driven MTSS; Partnerships with CSUB, BC, & local industry; Edible Schoolyard program; Intensive talent development with 260 hours teacher PD and Instructional Coaches at 13:1 ratio			
Activities	Outputs	Short- to Mid-Term Outcomes	Impact
<ul style="list-style-type: none"> Expand GAS to add 90 students each in 7th and 8th grades; Grow model to 9-12 with new GAHS, adding 1,000 seats Replicate K-8 model in GA#3 with 450 seats (K-4) in grant term (ultimately 800 in K-8) Codify core elements of K-8 curricula, instructional strategies and MTSS model Develop & implement 9-12 program with four CTE pathways, incl. dual enrollment courses Provide comprehensive academic/college counseling starting in 9th grade Develop new facilities with ESY garden & kitchen classrooms, on-site Cafe Staff new schools with certified ESY staff Develop & implement standards-aligned ESY assessments and 9-12 ESY program including Food & Nutrition Science and Agricul. Business pathways alignment Add key roles to central management team Develop key talent pipeline initiatives Provide intensive, ongoing PD and coaching Continuously review data (state tests, attendance, surveys, financial, etc.) to assess progress towards annual goals in LCAP and grant and fidelity to Grimmway model; make appropriate adjustments <p>Collaborate with external evaluators (Bellwether) to assess grant progress and outcomes</p>	<p>Number of high quality seats increases.</p> <ul style="list-style-type: none"> #Grimmway schools increases to 4 by 2025 #K-8 seats increase to 2400 by 2025 #9-12 seats increases to 1000 by 2025 <p>Highly qualified, diverse staff delivering rigorous, personalized curriculum and MTSS</p> <p>Edible Schoolyard operating with fidelity at each school</p>	<p>Students' academic achievement is high and on track for college and beyond.</p> <ul style="list-style-type: none"> >=60% students meet indivl. NWEA MAP Growth Targets Overall CAASPP Mean Scale Scores in both ELA and Math meet or exceed local Districts, County and State for the same grade levels by 2025 All statistically significant subgroups' CAASPP Mean Scale Scores in both ELA and Math meet or exceed local Districts, County and State for the same grade levels by 2025 HS students complete at least 3 college credits per year 100% HS students on track to meet A-G requirements each year 100% ACT/SAT participation by 2025 100% FAFSA completion by 2025 100% college application rate by 2025 <p>Students are meaningfully engaged and growing in awareness of personal health & wellness</p> <ul style="list-style-type: none"> >=75% students pass Edible Schoolyard assessments benchmark each year >=75% students show increase in healthy eating & behavior by 2025 >=95% daily attendance rate each year >=90% annual student retention rate each year <p>Schools are sufficiently staffed and staff have the support they need to succeed</p> <ul style="list-style-type: none"> >=75% staff satisfaction each year >=85% annual teacher retention each year <p>Schools are financially sustainable</p> <ul style="list-style-type: none"> <= 3% deviation from annual budget goals each year <p>Self-sustaining on public funds by Year 3</p>	<p>Over 3400 Kern County students receive a high-quality education that prepares them to succeed in college and career.</p> <p>More youth in Kern County enroll in and complete college.</p> <p>Schools are financially sustainable on public funds over long term.</p> <p>Grimmway Schools provide additional evidence that charter schools can help educationally disadvantaged students attain college and career success</p>

The logic model demonstrates how grant activities are aligned with outcomes and objective performance indicators that Grimmway has identified as part of a strategic growth planning process with Bellwether over the past year. These indicators include student academic outcomes (e.g., academic achievement, college credits earned through dual enrollment, college application and matriculation), health and wellness outcomes (e.g., ESY assessments, ADA) and operational processes (e.g., CMO staffing, financial sustainability). As Grimmway expands, ongoing reflection on these activities and performance indicators can support continuous improvement of network operations, school leadership, and instructional staff. Thus, the logic model provides an important foundation from which the rigorous evaluation of Grimmway will be built and sustained.

This evaluation will focus on two areas: 1) Grimmway's ability to add two additional schools while maintaining fidelity to core elements of its successful model and 2) Grimmway's

impact on student learning. These evaluation areas align to major goals, objectives, and strategies proposed by Grimmway and represented in detail within the logic model.

EVALUATION FOCUS AREA #1: To evaluate Grimmway’s ability to add expand while maintaining fidelity to its model during implementation, the evaluation will leverage existing data collected and aligned to Grimmway’s approach at the macro level (e.g., important organizational milestones for expansion) and micro level (e.g., critical factors for implementation with fidelity, such as college credits earned, ESY learning assessments, and stakeholder surveys). These data will be complemented by primary data collection by the evaluator, including interviews of CMO staff, school administrators, and teachers (in both existing and expansion schools). Bellwether will develop semi-structured interview protocols focused on key components of the Grimmway model, as well as perceptions of central office support, student health and well-being, and family engagement. When appropriate, evaluators will discuss with the evaluation working group whether to seek additional and/or more in-depth perspectives by adding further qualitative data collection such as parent interviews, classroom observations, or case studies to describe specific innovative and effective network practices.

EVALUATION FOCUS AREA #2: To address the second focus area, benchmark data -- such as the performance of Grimmway students compared to other students in the District, Kern County, and State -- will be reported via descriptive, longitudinal trends to provide the larger contextual framework within which Grimmway is operating and to represent how Grimmway students are performing relative to similar peers in non-Grimmway schools. In addition, achievement gaps by socioeconomic status, EL proficiency, SpEd status, race/ethnicity and other subgroup status will be explored and reported.

Grimmway administers the NWEA MAP reading and math assessments at every grade level throughout the network. Evaluators will analyze and report descriptive statistics on student progress toward individual Growth Targets on MAP reading and math assessments in each grade and school. In addition, NWEA provides a virtual comparison group that matches students with similar demographic and achievement attributes for comparison purposes. Evaluators will analyze Grimmway' NWEA results against this virtual comparison group to assess how Grimmway students are performing compared to a national sample of similar students.

To further study impact, we propose to draw on CAASPP results to implement a rigorous quasi-experimental design that meets What Works Clearinghouse (WWC) Evidence Standards with reservations and will be complemented by appropriate qualitative and descriptive quantitative analyses. Propensity score matching (PSM) will be used to select a baseline equivalent comparison group of students required for this design. Comparison students will be identified within the County via PSM based on several criteria: grade levels served within comparison schools; student demographics; and baseline equivalence on achievement measures.

Once the comparison group is identified, evaluators will compare student achievement gains on the CAASPP ELA and math assessments using a regression model, adjusting for covariates as needed. Standard errors will be clustered at the school level. These comparative analyses will be conducted at two time points during the grant period: First in Year 3 for grades 4 and 8, after GAS has expanded through 8th grade; and again in Year 5 for grades 4, 8, and 11, after the HS has expanded through 11th grade (the first HS cohort will not reach 11th grade until Year 4 of the grant, and 9th and 10th graders do not take the CAASPP). It is anticipated that such analyses will be completed as summative reporting for the CSP grant is generated, giving Grimmway time to implement new tactics as needed. Careful discussion within the evaluation

working group, considering extant data and implementation trends, will guide which independent variables are included in the model.

An additional indicator of student learning is the degree to which HS students are on track for college acceptance and enrollment. While GAHS will not graduate its first cohort until just after the grant end (June 2025), for each cohort, evaluators will analyze and provide descriptive data summaries on number of dual enrollment college credits earned and progress toward completing A-G requirements. For the first cohort who will be in 12th grade in Y5, we will track the percentage who: take the ACT or SAT; complete FAFSA; and apply to college.

EVALUATION FRAMEWORK: A preliminary evaluation framework and associated performance measures have been developed to represent proposed evaluation questions and their alignment to Grimmway’s expansion and performance goals. The related evaluation methods, including data that will be collected and analyzed, are described. This is not an exhaustive representation of measures and data collection tactics. Rather, it capitalizes on and complements those cited throughout this proposal that are or can be tracked and measured, e.g., number of schools and students, teacher and parent satisfaction, and student achievement indicators. This preliminary framework represents information and processes that drive the proposed evaluation design. Upon receipt of the award, the first task of the evaluation working group will be to work together to finalize the specifics of the evaluation framework.

Preliminary Evaluation Framework

Objective	Evaluation Questions	Data (Sources)	Analyses
Increase the number of high quality seats for students in Kern County	Is expansion unfolding as planned? Is Grimmway Schools continuing to serve high-need students?	<ul style="list-style-type: none"> Number of seats added, expansion of Shafter, opening of new HS & K-8 school (annual performance reports) Demographic data (Grimmway, district, county) 	Descriptive statistics on the number of new seats, number of students, and demographics of students in each school and for the Grimmway Schools overall
<p>Replicate and continuously improve Grimmway's rigorous instructional model in K-8 schools, resulting in high academic achievement</p> <p>In partnership with CSUB, BC, and industry partners, develop and continuously improve a new college prep, CTE-focused high school that guides students to high achievement and college enrollment</p>	Are students in Grimmway Schools meeting growth targets and attaining proficiency? Are achievement gaps narrowing? Are students on track for college enrollment? Do students at Grimmway Schools outperform their peers?	<ul style="list-style-type: none"> Student achievement data (Grimmway, NWEA, district, county) 	<p>Descriptive statistics regarding:</p> <ul style="list-style-type: none"> all students' NWEA MAP Reading and Math growth targets and annual growth NWEA virtual comparison group's MAP Reading and Math growth targets and annual growth The average mean scale score of students in each school and across network on CAASPP ELA and mathematics assessments at grades 4, 8, and 11 Achievement gaps by sex, ethnicity, socio-economic status, English language proficiency and special education status on the CAASPP ELA and mathematics assessments at grades 4, 8, and 11 college credits earned, progress toward A-G requirements, ACT participation, college application rate, FAFSA completion rate <p>Quasi-experimental propensity-score matching to identify a comparison group, regression modeling to compare student achievement gains on the CAASPP ELA and mathematics assessments at grades 4, 8, and 11</p>
Replicate and continuously improve Grimmway's Edible Schoolyard program at each school to improve students' personal health, wellness, and engagement	Is the Edible Schoolyard being implemented with fidelity at each school as the network expands? Are students growing in their understanding of personal health and	<ul style="list-style-type: none"> Student performance on Edible Schoolyard learning assessments (Grimmway) Staff perceptions (Interviews) 	<p>Descriptive statistics summarizing:</p> <ul style="list-style-type: none"> student performance, by grade, by school, and across the network on standards-aligned Edible Schoolyard learning assessments currently in development by Grimmway and ESY Average daily student attendance

(3) GOALS, OBJECTIVES AND OUTCOMES ARE CLEARLY SPECIFIED AND MEASURABLE

Based on the Grimmway model, the Logic Model included above, and our annual LCAP goal setting process for each school aligned with California’s eight state priorities, we have identified the following Goals, Objectives and Performance Measures for the CSP grant. We are confident that each of these goals and objectives is attainable within the five year grant term.

Goal 1: Increase the number of high-quality K-12 charter school seats that prepare Kern County students for success in college, career, and life	
Objective	Performance Measures
1. Increase the number of high quality seats for students in Kern County	Number of Grimmway charter schools increases from 2 to 4 by 2025
	Number of K-8 seats increases from 1430 to 2400 by 2025
	Number of 9-12 seats increases from 0 to 1000 by 2025
2. Replicate and continuously improve Grimmway's rigorous instructional model in K-8 schools, resulting in high academic achievement	>=60% of all students meet individual NWEA MAP Growth Targets in Math and Reading each year
	Overall CAASPP Mean Scale Scores in both ELA and Math meet or exceed local Districts, County and State for the same grade levels by 2025
	All statistically significant subgroups' CAASPP Mean Scale Scores in both ELA and Math meet or exceed local Districts, County and State for the same grade levels by 2025
3. Replicate Grimmway’s personalized learning model with embedded MTSS in new college prep high school in partnership with CSUB, BC, and industry partners, featuring CTE pathways with dual enrollment and work-based learning to prepare students for college and meaningful careers	>=60% of all students meet individual NWEA MAP Growth Targets in Math and Reading
	Overall CAASPP Mean Scale Scores in both ELA and Math for 11 th graders meet or exceed Kern HS District and County for the same grade levels by 2025
	All statistically significant subgroups' CAASPP Mean Scale Scores in both ELA and Math meet or exceed local Districts, County and State for the same grade levels by 2025
	100% of students earn at least 3 college credits (one semester course) per year
	100% ACT or SAT participation rate by 2025
	100% FAFSA completion rate by 2025
	100% of 12th graders apply to at least one college in 2025
	100% of students rated by counselor as on track to meet UC/CSU’s A-G requirements
4. Replicate and continuously improve ESY program at each school to improve students’ personal health, wellness, and engagement	>=75% of students achieve passing score on ESY assessments (currently in development) each year
	>=75% of students report increased awareness of and practice of healthy behaviors on ESY pre/post survey
	>=95% average daily attendance rate each year
	>=90% annual student retention rate each year
Goal 2: Build network capacity and systems to ensure sustainability, quality, and fidelity to the model as network grows	
5. Recruit and develop a diverse, mission-aligned, highly effective leaders, coaches, and teachers	>=75% teachers express satisfaction with their school on teacher survey each year
	>=85% annual teacher retention
6. Effectively manage finance and operations	<=3% deviation from annual budget goals
	Each new school self-sustaining on public funds by Year 3

(4) DESIGN FOR IMPLEMENTING AND EVALUATING THE PROJECT

Because of the centrality of data to our MTSS and ILP model, the Grimmway model is data-driven, at all levels of the organization. We use a comprehensive data management system, Illuminate, which allows us to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. School leaders rely on data to evaluate teacher efficacy along with the impact of curriculum, instructional strategies and other initiatives. CMO leaders continuously review data to ensure school leaders are on track towards goals stated in the school's LCAP and any other short- and long-term goals, and the Board similarly reviews data against stated goals for all facets of the organization: academic, fiscal, operational. In this way, data continuously drives improvement both broadly across the organization and specifically for individual students in their ILPs.

MANAGEMENT AND LEGAL STRUCTURE: Grimmway operates autonomously from its authorizers with the exception of supervisory oversight as required by statute and other negotiated contracted services (e.g., SpEd). The Grimmway Schools Board maintains control over each school's operations (subject to authorizer oversight, including a charter renewal process pursuant to CA law) and is fully responsible for the operation and fiscal affairs of the schools. In addition to fiscal oversight (see above), the Board hires, supervises, and evaluates the Ex. Director/CEO and ensures the organization and each school is meeting academic, operational, fiscal, and other goals per the LCAPs and overall organization goals and objectives. (Board biographies are included in App. B.) In accordance with California's Brown Act, all Board meetings are open public meetings, with notice provided in advanced to the public and minutes published on the schools' websites.

Our CMO, led by the CEO, supports the instructional and operational needs of all our schools and ensures accountability. (See detailed Organizational Charts at App. H.) Our CMO will support all Grimmway schools and ensure accountability, yet allow site-based autonomies such as selecting specific curricula that best needs students’ needs. We require uniform tech platforms to ensure consistency in data collection, management and analysis. The functions outlined below provide a high level overview of the areas to be handled by the schools and CMO office. The bars show the level of responsibility that falls between schools and network for each given function.

Area	School	CMO
Human Capital		
Facilities		
Technology		
Finances		
Communications		
Curriculum		
Instruction		
School Culture		
Assessment		

Prior to opening a new school, the Founding Principal will spend a full year in a Residency, engaged in comprehensive PD with our other school leaders and CMO staff, working at the existing school sites as an Assistant Principal and shadowing that site’s Principal, designing the new school’s curricula and engaged – with CMO support – in teacher/staff hiring, student outreach, purchasing supplies and equipment and preparing the school for opening. Once each new site is open, CMO staff will continue to provide comprehensive support as each school grows to scale and operates at full capacity, continuously refining programs and operations based on student achievement data, stakeholder surveys, evaluation outcomes and other feedback. This centralized support enables each new school to leverage the experience and

expertise of staff who not only are experts in Grimmway’s model, but have opened new schools and understand the challenges faced, and offer experience-based solutions.

DESIGN AND IMPACT: As we grow and scale our network, the Grimmway Board and our senior leadership team will lead an organizational design that 1) maximizes both local school autonomy and CMO functional expertise; 2) maximizes collaboration between the schools and CMO office, and 3) promotes organizational clarity through well-defined roles and responsibilities. The proposed evaluation plan will contribute high-quality evidence on the impacts of the Grimmway Schools model, and will provide insights to the field with regard to best practices in charter school expansion and replication. As the CSP grant evaluates the extent to which Grimmway is replicating its model with fidelity at each new site, including growing into grades 9-12, the evaluation will provide helpful information for Grimmway’s leaders that can inform future replications and “best practices” in charter school growth.

THE EVALUATION WORKING GROUP: Bellwether Education Partners (Bellwether) will provide the evaluation for this project. Bellwether’s evaluation approach includes tethering rigorous evaluation methodology to evidence-based decision-making of an evaluation working group represented by organizational leaders and its own lead evaluator(s). Bellwether believes this approach will simultaneously ground the rigorous evaluation and deepen the capacity of Grimmway leaders for evaluation and continuous improvement in a way that will strengthen the organization as it grows.

The evaluation working group will meet in person to kick off the evaluation process and virtually in years two through five to continue planning and reflecting upon results each year of the grant. Other virtual meetings will be scheduled as needed). The objectives for the evaluation working group will include: ensuring the evaluation questions, design, tools, execution, and

related findings speak to expansion and replication goals and grant reporting requirements throughout the course of the grant; providing context and information that may guide the evaluation process and help ground findings and recommendations; optimizing participation from stakeholders during data collection; providing an opportunity for Grimmway leaders to collaborate around solutions; and identifying optimal ways to disseminate findings.

REFLECTING UPON AND REPORTING RESULTS: Data will be analyzed and reported formatively (quarterly and annually) and summatively (project end) in response to the evaluation questions posed in the evaluation framework. The evaluation working group will reflect on formative results quarterly (e.g., project milestones, implementation variables) for ongoing decision-making related to program implementation and enhancement. Annually, the group will assess progress toward longer-term goals (e.g., project milestones, implementation variables, and student outcomes), review formal evaluation reports and draft publications, and refine plans for the dissemination and communication of results to the sector and public at large. The evaluators will present all findings internally for discussion and refinement prior to broader dissemination, which may include posting briefs and reports on Grimmway and/or Bellwether websites, in-person or virtual presentations with members of the school community (e.g. staff, families, board), presenting at state and national conferences blog posts, and sharing findings via social media.

(D). QUALITY OF PROJECT PERSONNEL AND MANAGEMENT PLAN

(1) QUALIFICATIONS OF KEY PROJECT PERSONNEL

Grimmway is firmly committed to ensuring that all levels of our organization includes individuals who are reflective of the population we serve, as evidenced by the fact that at GAA, 79% of our current teachers/staff are H/L and 3% Black, at GAS teachers/staff are 55% H/L and

3% Black, at our CMO staff are 82% H/L and our Board is 40% H/L. All recruiting and hiring is done in strict compliance with state and federal non-discrimination laws.

Casey Yeazel, *Executive Director/CEO*, oversees all academic, operations, finance, programs, and community engagement professionals, and is ultimately responsible for the effectiveness of the CMO. Casey has 16 years as a secondary school teacher and eight years as a school administrator before joining Grimmway as CAO in 2017. As Principal of St. John Bosco High School, Casey increased college readiness outcomes significantly, introduced CTE pathways and dual enrollment programs, and introduced new teacher PD initiatives. Casey holds a B.A. in Political Science and Administrative Studies from UC Riverside, an M.A. in Secondary Education from Loyola Marymount, an M.Ed. in Administrative and Policy Studies from UCLA, and is currently completing his Ed.D. at UCLA.

[Vacant], *CAO*, the CAO position is currently vacant and a search is underway. This position is responsible for overseeing school site Principals and all aspects of the instructional programs, including teacher PD and coaching, partnerships with external PD providers, coaching Principals and other site administrators and ensuring academic goals are met.

Monica Jara Guerra, Ed.D., *Director of College and Alumni Initiatives*, is responsible for the development of the alumni program and college preparatory curriculum aligned with the Grimmway mission, along with providing college counseling to GAA alumni who attend local HS's. Monica worked for seven years as an Admissions Counselor at Loyola Marymount, spearheading Latino student recruitment, before joining Environmental Charter HS and later, St. John Bosco HS as counselor. At both HS's she achieved a **97% 4-year college acceptance rate**. Dr. Guerra completed her Ed.D. at the University of Southern California, Rossier School of

Education in Educational Leadership, K-16 concentration, her Master's in School Counseling, B.A. in Political Science and B.S. in Economics at LMU.

Gregory West, *Director of School Services*, is responsible for the Grimmway Student Information Systems (SIS), student academic achievement and assessment data platforms, and compliance documents such as LCAPs, Federal Addendum, and SARCs. Greg previously served as VP and then Principal of GAA. Prior to joining Grimmway, Greg spent eight years as a HS administrator and also worked as an Academic Advisor at Fresno Pacific University. He holds several credentials and certificates. He received his B.A. in Psychology from CSU Bakersfield; his M.S. in School Counseling from University of La Verne; and his M.Ed in Curriculum and Instruction, Educational Leadership Emphasis from Fresno Pacific University.

Mike Romero, *HR Manager*, oversees all day to day HR functions including payroll, benefits, recruitment, training, HR compliance and more. Prior to joining Grimmway, Mike was the HR Manager for Grimmway Farms, the world's largest grower, producer, and shipper of carrots, where he managed a team of ten Human Resource specialists overseeing benefits services for over 3,500 hourly and 600 administrative employees. Mike received his A.A. from Bakersfield College, and a B.A. in Sociology with a minor in Human Resources at Saint Mary's College; he is SHRM certified.

Michael Bobadilla, *Communications Manager*, manages a variety of marketing and communication platforms, a full-time Communications Specialist, and maintains brand standards across the organization. Prior to Grimmway, Michael produced custom campaigns for established institutions and directed brand identities and strategies for start-up organizations in the fields of brand identity, digital photography, digital marketing, graphic design, and communications. Michael has a BFA in Graphic Design from CSU Long Beach.

Hurshel Williams Jr., *Principal/GAA*, provides daily leadership and supervision, ensures fiscal prudence and aligns campus strategies for academic growth achievement. Prior to joining Grimmway, Hurshel spent six years with ICEF, a mid-sized CMO in Los Angeles, as a teacher, Asst. Principal and Principal; he has almost 30 years of experience as an educator. Hurshel was awarded ICEF's *2012 Middle School Teacher of the Year*. He received his B.A. in Sociology from UC Santa Barbara.

Joanna Kendrick, *Principal/GAS*, provides instructional, curricular, operational and administrative leadership, and helped implement several design components during the building stages of GAS. Prior to her role with Grimmway, Joanna served as an educational leader in several capacities: School Leader at Ceiba College Prep; School Director at Paramount Bard Academy (PBA); Dean of Teacher support at PBA; faculty member for Bard MA teacher program; and Teach for America teacher. Joanna earned a B.A. in Political Science from UC Irvine and an M.A. in Elementary Education from LMU.

EVALUATION FIRM: Bellwether is a nonprofit dedicated to helping education organizations—in the public, private, and nonprofit sectors—become more effective in their work and achieve dramatic results, especially for high-need students. With experience conducting both short and longer term evaluations, manipulating existing data sets, designing instruments, collecting original data, and analyzing and reporting of various kinds, the Bellwether evaluation team has served a variety of clients and federal grants and is experienced in federal reporting. Specifically, Bellwether has served as the external evaluator for four CSP-awarded CMOs. Key evaluation team members for this grant include:

Allison Crean Davis, Ph.D. is a Partner with Bellwether and leads the evaluation practice. Allison developed the design and led Bellwether's early evaluation work for Collegiate

Academies, InspireNOLA, and RePublic Charter Schools federal CSP grants. Prior to Bellwether, Allison was the Coordinator for Evaluation at the federally funded Center on Innovation in Learning at Temple University. Allison has done extensive work building the capacity of organizations to evaluate their own efforts, including state education agencies, districts, schools, and foundation grantees. She earned her Ph.D. in Clinical Psychology from the Illinois Institute of Technology and B.A.s in Psychology and Spanish from Lafayette College.

Melissa Steel King, Ed.D. is an associate partner at Bellwether. Her current projects include managing the evaluations for a federal Comprehensive Centers Program grant (Region 6) and Collegiate Academies' two CSP grants; she previously managed Bellwether's evaluations of InspireNOLA and RePublic Schools' CSP grants. Prior to joining Bellwether, Melissa worked at SUNY Albany's Center for Human Services Research, where she conducted evaluations of programs such as the school district's federal 21st Century Community Learning Centers and Magnet School Assistance Program grants. Melissa holds a B.A. from Williams College, a M.A. in Elementary Education from Teachers College, Columbia University, and an Ed.D. in Human Development and Psychology from the Harvard Graduate School of Education.

Cara Jackson, Ph.D., is an associate partner with Bellwether, focusing on issues related to quantitative data analysis, evaluation and planning, research design, and survey research. Current projects include conducting quasi-experimental analyses and survey analyses for CSP grant evaluations. Cara also provides technical assistance and supports capacity building related to evaluation for continuous improvement, and is a certified What Works Clearinghouse reviewer. She earned her Ph.D. in Education Policy and an advanced certificate in Education Measurement, Statistics, and Evaluation from the University of Maryland. Her Master's degree is from the Harvard Graduate School of Education.

(See Appendix B for full key personnel resumes and biographies.)

(2) ENSURING FEEDBACK AND CONTINUOUS IMPROVEMENT IN OPERATIONS

As detailed in the preceding sections, data drives virtually every aspect of our organization, from revision of students’ ILPs every six weeks based on current assessment data, to Instructional Coaches using observations and student outcome data to guide teacher coaching and PD in real-time, to the Board reviewing financials to determine each school’s position against its budget forecast. Our data-driven process of continuous instructional improvements across the organization, from a single student to schoolwide, relies effective tech-based tools to support analysis and reflection. Teachers and school leaders to have real-time access to aggregated and disaggregated data through Illuminate, with integrated online programs providing real-time data on specific content strands mastery. The Principal and CMO leadership team will review the efficacy of data systems, online curricula and assessments, and other tech-based tools as part of the annual LCAP process.

The following data is collected and used by instructional staff to determine student achievement of goals in the schools’ LCAPs and other performance objectives:

Assessment	Purpose	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	K-12	Daily and/or weekly
Publisher (online and paper)-Designed Assessments	Assess mastery of unit/lesson content.	K-12	End of unit/end of semester or year.
NWEA Exams	Nationally normed benchmark assessment to determine student growth in Reading and Math	K-11	Fall/Spring
CAASPP	State Criterion-Based Assessment in ELA and Math	3-8, 11	May
California Science Test (CAST)	State Criterion-Based Assessment in Science	5, 8 and 10/11	May

PSAT/SAT/ACT	College entrance	9-12	October, November, or December
ELPAC; EL Reclassification Rates	Measure language acquisition	K-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	3-11	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for gauging student progress	3-11	February
FitnessGram Physical Fitness Test	To assist students in establishing lifetime habits of regular physical activity	5, 7, 9	February to May
ESY Assessments	To measure student knowledge of healthy habits and behaviors	K-12	Spring
Surveys	To assess stakeholder (student, teacher, parent) satisfaction and feedback	K-12	End of Year
HS graduation rates, HS A-G completion rates; MS/HS dropout rates; college application, admission and enrollment rates	To assess goal of getting more students prepared for, admitted to, and enrolled in college	9-12	End of Year
Suspension and expulsion rates; ADA; chronic absenteeism; student surveys	To assess student behavior, engagement and SEL	K-12	End of Year
Parent attendance at conferences, workshops and events; parent volunteer hours; parent surveys	To assess parent engagement and satisfaction	K-12	End of Year

Teachers collaboratively review student achievement data weekly and plan differentiation and interventions for students. Faculty analyze data from various assessments, looking for trends in learning and lessons that need to be reviewed further, understanding which standards need to be reviewed or presented in a different way, and which standards the students have been mastered. The results of the data also enable teachers to provide students with individualized practice opportunities, either in class or during tutoring hours. School and CMO leaders, including the Chief Academic Officer (CAO), monitor achievement data for teaching and Principal coaching and PD needs. The Principal reviews achievement data with teachers

one-on-one at least quarterly. The Executive Director/CEO presents detailed student achievement analysis on a quarterly basis to the Board, addressing any strengths and weaknesses in the data and detail action plans. The Board evaluates the CEO annually using data to evaluate the effective accomplishment of job responsibilities; the CAO evaluates the Principals who in turn evaluate the school site teachers and staff, all with a strong focus on student achievement data and growth measures via multiple measures of data.

Data is a key component in annual goal setting and resource allocation as part of the annual LCAP process, as well as individual teacher goals for the year. With this CSP grant, the Evaluation Working Group, described above, will meet regularly to discuss grant data and lessons learned, ensuring that school site Principals and staff get the information and support they need to make necessary adjustments in real time to ensure project goals and objectives are met. Beyond academic data, we carefully track additional metrics that relate to the state's eight priorities, such as parent engagement, student behavior and attendance, along with financial and operational data. The Principal engages stakeholders in identifying key successes and needed areas of improvement as part of the annual strategic planning and review process and determine whether instructional strategies, curriculum or other inputs need to be modified to ensure student success. The SSC and ELAC and continuously advise the Principal on the success of initiatives and offer new ideas. In short, each member of the Grimmway family is continuously involved in a transparent process of data analysis, discuss and implementation of course corrections needed to ensure achievement of Grimmway's mission and vision.

APPLICATION REQUIREMENTS

- (a) Project Objectives** (i) ensuring CSP grant funds serve educationally disadvantaged students: See Narrative Introduction, Absolute Priority 2, Competitive Preference Priority (CPP) 1, CPP 3, Selection Criteria (SC) (A)(1), (B)(1); (ii) transportation needs: FN 7.
- (b) Currently operated charter schools:** (1) student assessment results for all students and (2) attendance student retention: SC (A)(1) and App F; (3) significant compliance issues: SC (A)(3).
- (c) Educational Program:** (1) meeting challenging state standards, (2) grade levels to be served, (3) instructional practices: SC (A)(1) and (B)(1).
- (d) Current Charter Schools:** (1) charter as defined by section 4310(2) of the ESEA: SC (A)(2); (2) treated as a separate school by authorizers: App E.
- (e) Compliance Issues:** SC (A)(3).
- (f) Logic Model:** SC (C)(1); App H.
- (g) Single-Sex Programs:** Footnote 11.
- (h) Management and Legal Structure:** SC(C)(4).
- (i) Parent Engagement:** CPP3, SC (A)(1)
- (j) Lottery and Enrollment:** SC B(2).
- (k) IDEA Compliance:** SC B(1) and (2).
- (l) Assisting Ed. Disad. Students in Mastering Challenging State Standards:** SC (B)(1)
- (m) Budget Narrative:** Budget Narrative.
- (n) Audited Financial Statements:** App G.
- (o) Assisting Students Enrolled in a Charter School That Closes:** SC (A)(2).
- (p) Waivers:** Not applicable.

Other Attachment File(s)

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APPENDIX A – CSP ASSURANCE

Charter Schools Program Assurances – Grants to Charter School Management Organizations for The Replication and Expansion of High-Quality Charter Schools

Pursuant to Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), applications for Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools must provide the assurances described below.

As the duly authorized representative of the applicant, I ensure that:

1. The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA);
2. Each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
 1. Information on the educational program;
 2. Student support services;
 3. Parent contract requirements (as applicable), including any financial obligations or fees;
 4. Enrollment criteria (as applicable); and
 5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)
3. The eligible entity has sufficient procedures in effect to ensure timely closure of low-performing or financially mismanaged charter schools and clear plans and procedures in effect for the students in such schools to attend other high-quality schools. (Section 4305(b)(3)(C) of the ESEA).

Casey Yeazel, Executive Director/CEO

Grimmway Schools

January 10, 2020

APPLICANT ORGANIZATION

DATE SUBMITTED



APPENDIX B – RESUMES OR CURRICULUM VITAE

Key Leadership Personnel Grimmway Schools

- Casey Yeazel, *Executive Director/CEO*
- Monica Guerra, *Director of College and Alumni Initiatives*
- Gregory West, *Director of School Services*
- Mike Romero, *Human Resources Director*
- Michael Bobadilla, *Communications Director*
- Hurshel Williams Jr., *Principal/Grimmway Academy Arvin*
- Joanna Kendrick, *Principal/Grimmway Academy Shafter*

Board Biographies

- Tom Mestmaker, *President*
- Jean Fuller, Ph.D., *Board Member*
- Ernie Unruh, *Board Member*
- Manuel Pantoja, *Secretary*
- Matt Look, *Parent Representative*

Key Evaluators Bellwether

- Allison Crean Davis, Ph.D., *Partner*
- Melissa Steel King, Ed.D., *Associate Partner*
- Cara Jackson, Ph.D., *Associate Partner*

CASEY ROBERT YEAZEL

5080 California Ave., Ste. 100
Bakersfield, CA 93309



EDUCATION

Doctorate of Education (Ed.D.), Education Leadership. University of California at Los Angeles. Pre-dissertation. Dissertation Topic: Service Learning as a Dropout Intervention for At-Risk Students.

Master of Education (M.Ed.), Administrative and Policy Studies. University of California at Los Angeles, Principal Leadership Institute. June 2006. Tier I Preliminary Administrative Services Credential.

Master of Arts (M.A.), Secondary Education. Loyola Marymount University. June 2003. Professional Clear Single Subject CLAD Credential: Social Studies. Honors: Alpha Sigma Nu.

Bachelor of Arts (B.A.), Political Science and Administrative Studies. University of California at Riverside. June 1994.

PROFESSIONAL EXPERIENCE

Executive Director/CEO

July 2019 – present

Grimmway Schools: Bakersfield, CA

Leads the Grimmway School team of academic, operations, finance, programs, and community engagement professionals and is ultimately responsible for the effectiveness of the Charter Management Organization (CMO) which includes an 11-person home office staff and principals at two K-8 school campuses enrolling a total of 1,600 students.

Reports to the Grimmway Schools Board of Directors and is responsible for the entire operation of the CMO, serving as the key external representative on behalf of the school network to the local communities, the Greater Kern County region, and charter school authorizers.

Collaborates with the Board of Directors, supervises principals and home office staff on the effective operation of both school sites and building professional capacity in teachers and instructional staff. Supports Grimmway Academy parent organizations, and collaborates with educational and civic community leaders. Responsible for the effectiveness of the entire Grimmway Schools organization, including academic outcomes, operations, finance, and legal/regulatory compliance.

Chief Academic Officer

July 2017 – June 2019

Grimmway Schools: Bakersfield, CA

The direct supervisor of the Grimmway Schools educational leadership team that includes campus administrators, counselors and coordinators. Planned, organized, managed and directed all aspects of the Grimmway Network of Schools' instructional programs, providing leadership to school personnel, with specific responsibility for the planning, development, implementation, assessment and improvement of curriculum, instruction and learning.

Responsible for oversight of curriculum, instruction, assessment and professional development and ensured that all academic and student services (i.e. counseling, special education) programs and policies were in compliance with all

aspects of federal and state law. Provided leadership in the identification of individual and school-wide needs and established priorities and developed plans for addressing them.

Principal

June 2012 – July 2017

St. John Bosco High School: Bellflower, CA

The instructional leader and Chief Operating Officer of St. John Bosco High School, responsible for the development, stewardship and achievement of the school's academic vision, daily operations, student advancement, character development and faith formation. Ensured successful academic outcomes for all students while employing long-term institutional sustainability measures involving professional development, teacher quality assessment, and curriculum and pedagogical advancement. Provided for the accompaniment of all students in a traditional Catholic Salesian learning environment that meets the philosophy and mission of the school.

- Constructed and implemented a comprehensive academic strategic plan encompassing curriculum, pedagogy, professional development, and admissions (2012).
- Added four curricular pathways: Engineering, Bio-Medical and Research, Sports Medicine, Social Entrepreneurship.
- Implemented a student-centered approach to pedagogy across the curriculum, including a partnership with the Loyola Marymount Center for Math and Science Teaching (CMAST).
- Leveraged partnerships in both higher education (collaborating with the University of Pennsylvania, Wharton School of Business on the Social Entrepreneurship Pathway curriculum), and private industry (collaborating with Goodyear to construct a curriculum centered around airships).
- Established the Bosco Online Academy – a digital learning platform allowing students to remediate and/or advance by taking UC/CSU A-G approved online courses taught by Bosco teachers.
- Revised the bell schedule to include a weekly faculty collaboration period in order for teachers to focus on their practice.
- Implemented a Bring Your Own Device (BYOD) technology policy for students in concert with adopting the Moodle online learning management system.
- Successfully guided St. John Bosco High School to a six year WASC/WCEA Accreditation Term (2015).

Key Outcomes Over Tenure

- AP Exam passage rates increased 57.5% (from 40% to 63%).
- SAT mean composite scores improved 59 points (1435 – 1494).
- ACT mean scores improved nearly two points (21.7 – 23.5).
- Four-year college acceptance rates improved 16% (68% - 79%).

Assistant Principal (Guidance)

August 2009 to June 2012

Damien High School: La Verne, California

Responsible for the administration and leadership of the Guidance and Counseling Department, including the creation and maintenance of the department budget. Responsible for guiding the members of each year's graduating class (250-270) through the transition to post-secondary education. Provided leadership for and supervised operations of five counselors to ensure that 9th - 11th grade students were making adequate progress towards graduation while building a competitive academic record for college applications. Responsible for writing all required counselor recommendations for college applications.

- Prepared and conducted senior parent/student evening meetings addressing the college application process, financial aid, and helping students to select the most appropriate college for them.

- Organized and facilitated a College Fair on campus that included representatives from fifty different colleges. Instituted the use of the Naviance Succeed program for maintaining counseling records, electronic transmission of school documents for college applications, and collecting college admission data for use in planning potential revisions to the current approach of college counseling.
- Instituted the use of the Naviance Family Connection program for use by students in college searches and career planning.
- Developed and implemented a new academic intervention program for struggling students.
- Assisted in revamping the school curriculum as a member of the Curriculum Committee, including initiating a school-wide process of mapping each course in the curriculum.
- Established a database for each student including entrance exam scores, standardized test scores, and subject grades to be used to look for patterns or relationships that can be used to enhance the effectiveness of the current academic counseling program.
- Created and earned approval for the inclusion of a Freshman Seminar course beginning in the 2010-2011 school year. The Freshman Seminar course provides a bridge between Middle School and High School with a focus on academic skills and emotional development.
- Coordinator of the Accreditation Leadership Team. Responsible for preparing and implementing action plans to prepare for the WASC/WCEA Accreditation Visit in February, 2013.
- Created and implemented a House System for student activities and competition in which each member of the student body is assigned membership in one of eight "Houses." Throughout the year each House is responsible for various school and community service activities as well as engaging in a series of competitions. The House System is designed in part to diminish the grade-level segregation and foster an increased sense of connection to the school community.

Summer School Coordinator

January 2011 to August 2011

Damien High School: La Verne, California

Responsible for establishing the opening and closing dates of the summer session and the length of classes to meet the norms established by the Office of Education of the Archdiocese; developing a budget; the selection of a quality faculty; processing and recording all applications with full accountability for tuition and fees; and all phases of a smooth and effective summer school dealing with attendance, progress reports, report cards, referrals, transcripts, teachers' salaries and refunds.

Assistant Principal (Discipline)

August 2004 to June 2009

Damien High School: La Verne, California

Responsible for the development, implementation and enforcement of school-wide discipline policies. Provided leadership to administration, teachers, and parents to ensure that the school-wide discipline code is understood, enforced, and revised as needed to provide the most effective and just learning environment possible. Collaborated with teachers to engage in a process of constant review and revision of their classroom management practices as they relate to the school-wide discipline policies.

- Revised the school-wide discipline policy in order to align it more closely with the school ESLRs.
- Collaborated with students in creating a Discipline Policy Review Forum which provided a safe and collaborative forum for students to learn about the rationale for or question the fairness of elements of the discipline policy, as well as recommend changes to the school-wide discipline policies.
- Implemented the use of an electronic conduct referral system that enabled more accurate record keeping and data collection.
- Instituted a Suspension Learning Activity required of suspended students which compelled reflection on their past actions and ways to avoid similar situations in the future.

- Established a database of disciplinary infractions in order to determine which violations were most frequent and what related policy changes might diminish their frequency.
- Member of the School Leadership Team. Responsible for preparing and implementing action plans for WASC Accreditation.

Teacher (High School)

August 2001 to June 2012

Damien High School: La Verne, California

Utilized a variety of student learning techniques including cooperative/collaborative group activities, sheltered content activities, expert grouping, peer tutoring, discovery learning, interactive software, simulations, and teacher-led discussion to teach the following subjects:

- Advanced Placement Human Geography (2002-2012)
- United States History (2001- 2007)
- Advanced Placement United States History (2001-2008) Government and Economics (2003-2004)

Teacher (Middle School)

August 1996 to June 2001

St. Dorothy School: Glendora, California

Utilized a variety of student learning techniques including cooperative/collaborative group activities, sheltered content activities, expert grouping, peer tutoring, discovery learning, interactive software, simulations, and teacher-led discussion to teach the following subjects:

- Ancient History
- World History
- U.S. History
- Pre-Algebra
- Algebra I

PROFESSIONAL ACTIVITIES

- Bakersfield College: Department of Education Advisory Committee Member: 2019 - present
- California Charter School Association (CCSA) Member: 2017-present
- Charter School Development Center (CSDC) Member: 2017 - present
- Learning Forward Member: 2015-present
- American Educational Research Association Member: 2013 – Present.
- Western Association of College Admission Counselors (WACAC) Member: 2009-Present.
- National Association of College Admission Counselors (NACAC) Member: 2009-Present.
- American School Counselor Association (ASCA) Member: 2009- Present.
- Association for Supervision and Curriculum Development (ASCD) Member: 2004-Present.
- Western Association of Schools and Colleges' (WASC) Accreditation Visiting Team: Archdiocese of Los Angeles, Department of Catholic Schools. 2000, 2001, 2012, 2013, 2014, 2015).

MONICA L. JARA GUERRA

5080 California Ave., Ste. 100
Bakersfield, CA 93309

EDUCATION

University of Southern California, Los Angeles CA
Rossier School of Education

Doctor of Education, Educational Leadership, K-16 concentration May 2018

Loyola Marymount University, Los Angeles, CA
Masters of Arts in School Counseling

August 2012

Bachelor of Arts in Political Science
Bachelor of Science in Economics

May 2006

CREDENTIALIAL

Pupil Personnel Services Credential

September 2012

EXPERIENCE

Grimmway Schools

July 2018- Present

Director of College and Alumni Initiatives

- Collaborate with various stakeholders on a variety of strategies to support students and alumni
- Manage parent outreach to provide intervention, knowledge and support for students on the verge of failing or dropping high school and concurrent enrollment courses
- Create multifaceted communication plan to communicate with alumni and families of Grimmway Academy
- Create and maintain partnerships with various people and organizations within the Kern County community to gather data, resources and advocate for student needs
- Conduct classroom guided lessons for middle school students to deliver college prep curriculum
- Host after school tutoring and counseling program for Grimmway alumni
- Research and disseminate local scholarship and other resource information to families
- Guide families in high school and college preparation through evening and weekend workshops
- Conduct home visits to assist students and parents in high school navigation and provide college counseling

St. John Bosco High School

Director of Guidance and Counseling

July 2017 – June 2018

- Managed team of five full time staff and mentored three professional school counseling interns
- Served as an administrator; collaborating with leadership team to facilitate campus programs
- Used the preventative system to facilitate student learning through academic, personal, career and disciplinary challenges our students were facing
- Collaborated with team to create and implement grade level appropriate Guidance and College Counseling Curricula for Program
- Worked with caseload of 380 students in grades 9-12 to create intermediate and long-term goals and action plans to facilitate student growth in academic, personal, and career exploration
- Collaborated with various department to create new student orientation and transition programs
- Collaborated with administrators and staff to streamline processes and create effective policies

- Managed the implementation of intervention strategies (STEP) with students with learning differences through collaboration with parents and instructors to address concerns and increase student academic success
- Coordinated onsite administration of the PSAT, SAT and AP exams for up to 600 students
- School liaison serving as the SSD coordinator for the SAT, ACT and AP exams
- Facilitated professional development for staff regarding the college application process, writing letters of recommendation, and supporting STEP students
- Provided one-on-one counseling and support to students and families with extraordinary challenges
- Led counseling team in the creation of transition plans for all seniors to 2-year and 4-year schools

Academic Counselor

August 2015 – June 2017

- **Achieved 97% application rate** to four-year colleges and universities
- Created curriculum and taught a year-long Freshman Seminar course, performing all functions of an Instructor
- Conducted student and parent workshops to provide information on various topics and assistance in accurate completion of admission, financial aid and scholarship applications
- Worked with caseload of 390 students in grades 9-12; monitored grades, attendance, progress toward graduation and compliance with policies and procedures
- Motivated students to actively participate in all aspects of educational process
- Promoted student enrollment growth by participation in the campuses' admission process, implemented retention initiatives, attended campus events, and maintained involvement in community and professional organizations and events
- Completed professional development activities to maintain subject matter expertise in accordance with standards of education

Environmental Charter High School

School Counselor

July 2012 – July 2015

- Represented Environmental Charter High School at events aimed at promoting and developing the institution including recruitment and enrollment meetings in English and Spanish
- Administrator and member of campus leadership team
- Collaborated with team to provide new teacher training and ongoing professional development
- Coordinated and facilitated School Site Council meetings and events
- Conducted mediation, conflict resolution, and coordinated personal and academic interventions for students and staff
- Worked with a team to coordinate and facilitate a two-week Summer Bridge Program for 160 new students
- Created master schedule and led team of three staff members in scheduling all students
- Assist in management of the after-school program including advise Leadership (student council)
- Conducted data collection and analysis of various programs and events throughout the year and submitted report to grant funding organization for after school program
- Maintained open communication with parents, students and staff regarding student progress and enrichment opportunities during business hours, evenings and weekends
- Coordinated and disseminated information to students, parents, faculty and community members pertaining to college preparation, the college admission process, financial aid processes and other information regarding student success and progress in English and Spanish
- Coordinated and maintained positive working relationship with several community partners
- Taught classes of Senior Seminar and conducted lessons in College Prep classes on various topics including college, financial aid, career exploration and life after high school
- **Achieved a 97% acceptance rate to four-year colleges and universities for the class of 2015**
- Conducted training and assisted faculty and staff with writing letters of recommendation

Loyola Marymount University, Los Angeles, CA

Admission Counselor

December 2005-July 2012

- Developed and implemented comprehensive recruitment strategies with a focus on Latino recruitment, contributing to a diverse freshman admission profile and an incoming class of 1500 freshman and transfer students
- Planned and conducted an out-of-state recruitment plan in a wide geographic territory targeting the Western United States and Texas
- Planned and conducted high school visits and presentations, on-campus admissions events, and individual appointments; articulating university mission to prospective students, families and external organizations
- Shaped incoming class; created and worked within an admissions process built on university-wide collaborations and sustained relationships with high school counselors and alumni
- Expedited prospective applicants through the admission funnel including recruitment, application review and admission decision-making; utilized a recruitment management system for effective applicant tracking
- Participated in university-wide admission events including Preview Day, Open House and Undergraduate Student Convocation
- Coordinated 40-100 student volunteers for event implementation and daily admission support
- Reviewed leadership and social justice scholarship applicants; recommend recipients

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS

Western Association of College Admission Counselors

American School Counselor Association

National Association of College Admission Counselors

PROFESSIONAL CONFERENCE PRESENTATIONS

2011 WACAC Spring Conference (Regional)

- Effectively Recruiting, Training, Student Ambassadors

2009 Prepárate: Educating Latinos for the Future of America (National)

- Recruitment Strategies: Using the Power of an Overnight Program

2008 WACAC Spring conference – IDEA pre-conference workshop (Regional)

- Effective Campus Visit Programs for Minority Students

VOLUNTEER POSITIONS

LK Health, Montebello, CA

Executive Board Secretary

February 2017 – Present

Board Member

November 2014 – Present

Southern Cal South Soccer Association

August 2018 – August 2019

Executive Board Secretary

SKILLS

Languages

Speak, read and write in English and Spanish

Technology

MacOS X; Windows; Microsoft Office Suite; iWork Suite; PowerSchool; Naviance

GREGORY A. WEST

5080 California Ave., Ste. 100, Bakersfield CA 93309 | [REDACTED]

EDUCATION

Fresno Pacific University

M.Ed in Curriculum and Instruction, Educational Leadership Emphasis 2011

Thesis: "Leadership Development and its Effect on Bullying in Schools"

University of La Verne

M.S. in School Counseling 2004

Thesis: "Comprehensive School Counseling; Program Design for Garces Memorial High School"

California State University, Bakersfield

B.A. in Psychology 2001

Minor: Sociology

CREDENTIALS/ CERTIFICATES

Clear Pupil Personnel Services Credential 2004

School Conflict Management and Mediation Certificate 2008

Clear Administrative Services Credential 2013

Harvard Principals Institute 2015

Charter Business Officer Certificate 2018

RELATED EXPERIENCE

Western Association of Schools and Colleges (WASC)

Visiting Committee Chair 2013-present

WORK EXPERIENCE

Grimmway Schools

Director of School Services July 2017-Current

- Support the management of school-based Student Information Systems (SIS), ensure school teams are well equipped and trained to effectively deploy SIS systems;
- Ensure all student academic achievement and assessment data platforms are operating efficiently and providing the highest quality information to school leaders and CMO.
- Develop and maintain a network-wide school performance dashboard, benchmarking key academic, operational and financial metrics for school, governance and external constituencies.
- In collaboration with the Back Office Provider, manage the development and monitoring of the school and home office budgets.
- Manage and oversee the development of each schools' LCAP, Federal Addendum, SARC and other annual documents.
- Facilitate legal compliance activities between schools, CMO, back office provider, authorizers, governmental agencies and philanthropic supporters.

- Working closely with campus facilities and information technology (IT) support staff, ensure teams are well equipped and supported. Working through principals, ensure there is a campus facilities, deferred maintenance and IT plan for each campus.
- Support schools with annual charter authorizer oversight visits, ensuring schools are fully prepared before, during and after the visits. Support principals in the development of the authorizer documents.

Grimmway Academy

Principal

July 2016-July 2017

- Led daily operations of the school
- Directed the Grimmway Leadership Team
- Coordinated all school testing including: Smarter Balanced, CELDT, and NWEA
- Provided teachers with instructional and curricular leadership in all subjects
- Established and managed an effective leadership model for the school
- Implemented and oversaw a teacher evaluation system with performance based pay increases
- Oversaw the hiring of all faculty/staff and performance evaluations
- Oversaw student enrollment, discipline, substitute teachers, and administrative staff
- Planned professional development for all staff and lead teachers in weekly professional development and staff meetings
- Oversaw special education program

Grimmway Academy

Vice Principal

Jan 2015-July 2016

- Assisted in the design of the middle school academic and cultural plan
- Oversaw Student Services including SpEd, 504, and Counseling
- Managed operations of the school including Facilities, Technology and Food Service Program
- Served on the school's Hiring committee
- Participated in teacher evaluation and coaching
- Collected, analyzed and presented school wide assessment data and other qualitative metrics.

Paramount Academy

Administrator- Director of Academic and Student Services

July 2011- Jan 2015

- Oversaw all aspects of student services including Scheduling, Special Education, Interventions, Safety and ASB
- Coordinated Early College Program and Partnership with Bakersfield College
- Supervised and evaluated teaching staff in instruction, assessment and classroom management
- Coordinated and managed student achievement testing for the school
- Managed the assessment process for all grades and all students within the school
- Coordinated interventions/extensions for all students through Student Learning Centers
- Managed the Student Study Team and 504 process
- Maintained and oversaw the student information system (aeries)
- Responsible for creating and maintaining the schools master schedule
- Designed comprehensive counseling program to be implemented during 2011-12 school year
- Designed graduation requirements as well as a scope and sequence of courses for student placement

- Worked with UC system to create an A-G course list for the school
- Worked closely with student and parents to explain college application and financial aid process, especially first generation students

Fresno Pacific University

Academic Advisor, Degree Completion and Graduate Program Representative

June 2009 – July 2011

- Degree Completion Advisor- Advised students on transferring from a Community College to a University, registered students in courses, monitored academic progress.
- Degree Completion Program Representative- Talked with community college and reentry students about transfer options, worked closely with local Community Colleges to build partnerships, responsible for student recruitment and marketing of programs.
- Graduate Program Representative- Worked with Graduate students throughout the admissions process, advised students on appropriate major options, worked with potential teacher education students on requirements for credential. Coordinated with program directors on enrollment and scheduling.

Garces Memorial High School

Director of Counseling

August 2005 – June 2009

- Responsible for the coordination and implementation of Academic, Career and Personal Social counseling programs for 9th-12th grade students.
- Monitored and tracked standardized test scores and recommended curricular modifications in order to promote student success.
- Conducted presentations for students and parents on College Planning, Admissions and Financial Aid.
- Developed and managed \$20,000 department budget.
- Supervised, trained and evaluated department staff in current counseling trends and technology.
- Implemented and maintained online counseling website that allowed for online course selection, college searches, electronic college applications and personality inventories.
- Assisted with the construction of the schools Master Schedule
- Assisted in the course approval process for the UC A-G list

TEACHING EXPERIENCE

Fresno Pacific University**Adjunct Instructor- Pupil Personnel Services Department** **2017**

PPS 700- Comprehensive Counseling Program Development

PPS 702- Academic and Career Planning

PPS 705- Collaboration and Consultation in Schools

PPS 708- Counseling Diverse Populations

Adjunct Instructor- Child Development Department **2017**

ECD 300- Child, Family, School and Community

ECD 320- Parenting for Early Childhood

Adjunct Instructor- General Education Program **2017**

PSY 121- Human Learning

PSY 381- Psychology of Learning for Instruction

PSY 325- Emotional Intelligence

SOC 352- Building Lasting Relationships

Garces Memorial High School **2005-2009****Instructor**

Advanced Placement Psychology (11th & 12th Grade)

Computer Applications (9th grade)

Mike Romero, SHRM - CP
5080 California Ave., Ste. 100
Bakersfield, CA 93309



QUALIFICATIONS & PROFILE

As a SHRM Certified Professional (SHRM-CP) with over twelve years of Human Resources Leadership experience my goal is to apply my H.R. knowledge, skills and abilities to further the mission and vision of my organization. Over the course of my career I have developed a variety of human capital management plans focusing in the areas of adoption and advancement of HRIS technology for both payroll and benefits, developed and deployed numerous recruitment and retention strategies, led legal and regulatory compliance planning, as well as designed and developed self-funded benefits offerings for both small and large employers.

EDUCATION & CERTIFICATIONS

A.A., Liberal Studies – Bakersfield College, Bakersfield, CA
B.A., Sociology – Saint Mary's College of California, Moraga, CA
Society for Human Resource Management – Certified Professional (SHRM – CP)

PROFESSIONAL EXPERIENCE

Human Resources Director – Grimmway Schools (Public Charter School Network), Bakersfield, CA

August 2014 – Current

- Direct and oversee day to day HR operations ensuring best practices among a wide spectrum of duties including but not limited to payroll, benefits administration, employee relations, credentialing/authorizer oversight, budget and forecasting, recruitment, retention, training, conflict resolution, and much more
- Direct and manage a team of four HR practitioners as well as three school-site clerks to ensure transactional and logistical needs are met
- Monitor a variety of HR operational and procedural systems for the purpose of ensuring clear and concise expectations leading to higher retention and morale
- Assist Principals and department heads in determining staffing needs in immediate and out-year forecasting ensuring position control and budget fidelity
- Interpret a variety of regulations and provisions for the purpose of ensuring compliance with multiple oversight/authorizer agencies (e.g., transcript evaluation, CTC compliance, payroll laws, leaves-of-absence compliance, education code compliance, etc.)
- Monitor, assist, and advise certificated staff with credential inquiries and inform administrators and of ESSA regulations
- Provide counseling, as needed, to employees and managers to resolve complaints and other matters related to personnel management
- Manage leaves-of-absences, long term disability, workers' compensation claims and ensure appropriate legal documentation is deployed, maintained, and managed (FMLA, CFRA, PDL, etc.)
- Provide training for managers/supervisors at all levels to ensure effective conflict management practices are being deployed
- Manage and administer self-funded and fully funded medical plans ensuring quarterly claims are properly aligned with budget

Human Resources Manager – Grimmway Farms, Arvin, CA

June 2011 – August 2014

- Directed and oversaw all benefits operations for 3,500 hourly employees and 600 administrative employees
- Managed a team of 8-12 Human Resources clerks and ensured appropriate services were being deployed while maintaining HIPAA, ERISA standards
- Assisted in proposing, designing, and implementing an updated and compliant medical health plan which meets the minimum requirements of the Affordable Care Act.
- Presented the plan to every impacted employee in order ensure an informed decision could be made
- Acted as liaison between Company and medical providers to resolve claim disputes, field complaints, and ensure employee satisfaction
- Designed and implemented culturally relevant wellness programs for both Hourly and Admin groups
- Oversaw Company on-site gym which promotes the latest in employee health and wellness
- Developed and maintained new hire orientation materials, benchmark standards, and department compliance logs

Payroll Supervisor – Sunview Vineyards, Delano, CA

November 2006 – June 2011

- Performed and oversaw weekly payroll functions for a workforce of over 2,500 hourly employees
- Supervised the in-house adjudication process of insurance claims and acted as liaison between Company and health care providers
- Facilitated the approval of a weekly payroll budget report with both owners and management
- Managed all personnel, payroll, and benefits files and handled inquiries for all hourly employees
- Created and designed innovative Company presentations for annual H.R. training for over 100 supervisors

References available upon request.

Michael Bobadilla
5080 California Ave. Suite 100 Bakersfield, CA 93309

Graphic Design/Marketing

EDUCATION

St. John Bosco High School, *2011*

California State University, Long Beach, **Graphic Design**, BFA, *2016*

EXPERIENCE

July 2017- Present

Grimmway Schools

Communications and Branding Manager

Marketing:

- Assist with the development of a comprehensive marketing and communications plan for the school conveying a compelling and consistent message from pre-enrollment through alumni status using a variety of vehicles including print publications, web, e-newsletters and e-mail campaigns, advertising, media relations, web and social networking sites.
- Develop, write, edit and oversee the design, production and distribution of all external publications for the school including the organization's e-newsletter, press releases, and annual report.
- Manage and maintain a variety of marketing platforms including, but not limited to, the school's website, posters, flyers, direct mail, video, programs, scripts and postcards including writing, editing and proofreading content, art direction, overseeing printing and distribution, and maintaining photographic archive.
- Enforce brand standards across the institution and serve as 'gatekeeper' for all publications and graphic design, including Trademark protection. Ensure that graphic and editorial standards for school brand, identity and logos are maintained and never compromised.
- Collaborate with the Home Office to create promotional materials and events to enhance the image of the school in the greater Kern County area with the primary aim of attracting students, families, staff, and partners.

Communications:

- Develop and implement internal and external communication norms, including media engagement policy and training.
- Manage, develop and maintain the school's website, social media platforms, and all other related electronic media and web-based communication tools.
- Develop long term media plans and strategic media recommendations, including proactively pitch and brief broadcast, print and online media, draft press releases and event announcements to support the organization's various initiatives.

- Conduct annual survey of organization's publications to generate best practices for Grimmway Schools communication tools.
- Manage timing and content of communications in order to maximize outreach with current and prospective families, the alumni community and the broader local community.
- Create narratives that tell the story of Grimmway Schools and its efforts in the community
- Support all executive communications as needed
- Manage the operational systems required to support and implement a high volume of outreach and engagement

December 2015- Present

Michael Bobadilla Design

Designer and Owner

- Manage rebranding projects by defining and executing project tasks, resource requirements, and transition strategies for branded assets on time and under budget.
- Create concepts for brand identities and implementation strategies targeting the client's market.
- Direct, produce, and edit innovative marketing videos for clients, aligning with their creative vision and brand aesthetic.

August 2013 - December 2015

St. John Bosco High School

Graphic Designer

- Conceptualized, designed and oversaw the production of marketing materials including brochures, direct mail packs, email campaigns, videos, websites, exhibition stands, school apparel while liaising with external designers, copywriters, and printers.
- Collaborated with the School Principal to rebrand school messaging – tagline, campaign themes, and aesthetic.
- Led the brand architecture by maintaining brand standards throughout the organization, developing identities for sub-brands, and accommodating new brand identity needs.
- Educated faculty and staff about the school rebrand, brand promise, identity standards, and gave them the tools and training to implement the newly developed brand.
- Managed and maintained the school's internal and external communications to ensure the messaging aligned with the brand goal.
- Increased brand awareness by transitioning marketing collateral to a contemporary visual aesthetic with the primary aim of attracting students and their families.

SKILLS

- Adobe Photoshop
- Adobe Illustrator
- Adobe Indesign
- Final Cut Pro
- Microsoft Suite

References available upon request.

Hurshel Williams Jr.

901 Nectarine Court, Arvin, CA 93203



Education

National University	2015
• Administration Services Credential – Preliminary	
National University	2010
• Multiple Subject Teacher Credential	
University of California Santa Barbara	1984
• Bachelor of Arts, Sociology	

Summary of Qualifications and Awards

- “Middle School Teacher of the Year,” *2012 Recipient*
- “ECCLA & USC Government & Civic Engagement Teacher Award Nominee,” *2012*
- RICA, *2010*
- CSET (Multiple Subject), *2004*
- “What Works in Schools” Training by Robert J. Marzano, *2004*
- “Family Life and Education Training,” *1993*
- CBEST, *1991*

Professional Experience

Grimmway Schools

Principal/Grimmway Academy Arvin 2019 – Present

- Provide daily leadership and supervision for students and staff
- Manage school budget to ensure fiscal prudence
- Consistently align campus strategies for academic stability and uniformity of students’ learning progress
- Improve Blended Learning model to increase student achievement and individual instruction
- Oversee the hiring of qualified teachers and staff. Provide performance evaluations for teachers and staff
- Plan professional development for all staff and lead teachers in weekly professional development and staff meetings
- Ensure compliance with all external reporting deadlines
- Lead initiatives to improve school culture, student engagement, and parental involvement
- Oversee student enrollment and administrative staff

Vice Principal /Grimmway Academy Arvin 2018 – 2019

- Responsible for campus culture, student services, and Response to Intervention
- Assisted Principal in developing and maintaining an effective educational program consistent with State and Federal guidelines and the philosophy, policies and goals of the Board
- Supervised, evaluated and motivated teachers and departments as assigned by Principal
- Assisted with the development of the master schedule
- Directly assisted administrative support staff
- Assisted in the development and implementation of policies and procedures

Inner City Educational Foundation**Principal /View Park Prep High School**

2014 – 2017

- Led daily operations of the school
- Directed the leadership team
- Instructional Leader of academic staff; provided teachers with instructional and curricular leadership in all subjects
- Implemented data-driven systems and instructional practices
- Played a key role in developing school climate/culture change by ensuring high and consistent performance standards for students and staff
- Managed school budget to stay within fiscal goals

Assistant Principal/View Park Prep Middle School

2013 - 2014

- Assisted Principal with student discipline, staff training, and daily leadership of students and staff
- Worked with Department Heads and staff in compiling annual budget requests
- Assisted in the evaluation of school programs and staff; initiated needed improvements
- Provided teachers with instructional leadership model

Student Services Coordinator

2011 – 2013

- Met with students and parents regarding discipline issues
- Worked with administration and staff to create transition and intervention programs
- Monitored student attendance to ensure implementation of attendance policy
- Worked closely with parents in an effort to build solid working relationships with students

Classroom Instructor

2011 – 2013

- Taught Pre-Algebra
- Acted as lead teacher; conducting informal observations, teacher coaching and student discipline when needed

LifeLine Academy**Assistant Principal**

2010-2011

- Served students 7th to 12th grade
- Taught math and other courses when needed
- Assisted Principal in day-to-day duties

Inner City Education Foundation

2006-2010

Classroom Instructor

- Taught Pre-Algebra
- Provided leadership and support to peers as a Teacher Leader

Inglewood Unified School District**Classroom Instructor**

1991-2006

- Taught Multiple Subject, 7th grade Pre-Algebra and Science, 8 years
- Long Term Substitute Teacher (7th grade Pre-Algebra and Science Multiple Subject), 4 years
- Day to Day Substitute Teacher, 3 years

Joanna Kendrick

901 Nectarine Ct, Arvin, CA 93203



OBJECTIVE

To serve as an educational leader, promoting the expansion of education and opportunities for students from disadvantaged backgrounds.

EDUCATION

2007 **Loyola Marymount University** **Los Angeles, Ca**
Masters of Arts, Elementary Education
Clear Multiple Subject Teaching Credential (with CLAD)

2005 **University of California Irvine** **Irvine, Ca**
Bachelor of Arts, Political Science

LEADERSHIP EXPERIENCE

2015 - Present **Principal/Grimmway Academy** **Arvin, Ca**

Provide instructional, curricular, operational and administrative leadership at Grimmway Academy, a **California Distinguished Public Charter School** serving grades K-6

- Lead daily operations of the school
- Direct the Grimmway Academy Leadership Team
- Design Middle School academic program in preparation for expansion to grades 7-8
- Lead faculty to implement California Common Core Standards in math and ELA for grades K-6
- Implement data-driven systems and instructional practices
- Improve Blended Learning model to increase student achievement and individualize instruction
- Provide Teachers with instructional and curricular leadership in all subjects
- Improve teacher evaluation system
- Improve faculty relationships and establish open and transparent communication with all staff
- Lead initiatives to improve school culture, student engagement, and parental involvement
- Oversee student enrollment, discipline, and administrative staff
- Plan Professional Development for all staff and lead teachers in weekly professional development and staff meetings

2013 - 2015 **School Leader/ Ceiba College Prep**

Watsonville, Ca

Provided instructional, curricular, operational and administrative leadership at Ceiba College Prep, a California public charter school serving grades 6-12

- Led daily operations of the school
- Worked closely with the CEO on strategic initiatives for the 2013-14 school year including the development/implementation of Balanced Calendar for staff and students; Standards-Based Grading; NWEA Testing; Data-driven school culture; One to One student Chrome Books
- Directed the Ceiba Leadership Team
- Led faculty to implement California Common Core standards in math and ELA for grades 6-11
- Coordinated all school testing including: Smarter Balanced, CELDT, NWEA, & AP
- Provided teachers with instructional leadership model for the school
- Implemented a teacher evaluation system with performance-based pay increases
- Oversaw the hiring of all faculty/staff and performance evaluations
- Oversaw student enrollment, discipline, and administrative staff
- Planned Professional Development for all staff and led teachers in weekly professional development and staff meetings
- Oversaw special education program

2012 School Director/ Paramount Bard Academy

Delano, Ca

Provided instructional, curricular, operational and administrative leadership at the Paramount Bard Academy, an early college California Public Charter School

- Led daily operations of the school and reported directly to Board of Directors on school progress
- Led Faculty in setting clear, measurable and ambitious goals for student achievement
- Implemented a school-wide accountability system for monitoring student achievement, which led to a **50-point API gain** in one academic year
- Provided teachers with instructional and curricular leadership
- Established and managed an effective and sustainable leadership model for the school
- Initiated a Family Service Program and Parent University, which increased parent involvement by **100% in the first semester**
- Oversaw the hiring of all faculty/staff and performance evaluations
- Implemented a school-wide behavior management plan that reduced office referrals by **65% in the first semester**
- Led teachers in student enrollment, recruitment and community outreach efforts, met enrollment targets
- Led teachers in professional development on authentic assessments, backwards design, standards alignment, Data Teams and project-based learning
- Oversaw special education program, established a full inclusion model and Learning Center
- Expanded the Early College Program

2011 Dean of Teacher Support/ Paramount Bard Academy

Delano, CA

Responsible for teacher support, professional development and curriculum, and instruction

- Worked with the Bard MAT Director to develop high-quality inquiry-based curriculum and instructional approaches consistent with the philosophy, values, and mission of Paramount Bard Academy
- Worked to recruit, hire, and oversee the duties of teaching faculty
- Conducted regular classroom observations and set clear goals for professional development and student achievement with teaching faculty
- Coordinated professional development in line with Paramount Bard Academy mission statement
- Facilitated weekly whole-staff professional development as well as regular ongoing small group and individualized PD activities with PBA faculty
- Conducted instructional coaching cycles with individual and/or small groups of teachers
- Planned and organized new teacher induction program

2010 Bard College/ Adjunct Faculty Member Delano, CA

Adjunct faculty member of the Bard Master of Arts in Teaching Program mentoring History and English Master of Arts in Teaching candidates

- Instructed candidates in lesson planning, unit design, assessment, classroom management and other essential components of running an effective college-bound classroom
- Observed and provided feedback to candidates
- Completed formal written evaluations of candidates' progress, work, and growth

2009 Teacher/ Paramount Bard Academy Delano, Ca

Founding Teacher/ 6th and 9th-grade History and English

Served as Lead Teacher at a college preparatory charter school. Performed various administrative tasks to support the school leadership team

- Led the History teachers in development of curriculum and instruction
- As chair of the *Raising the Bar Committee*, worked to enhance school culture by developing a discipline policy, *PBA Pillars*, and designing and presenting workshops to the staff
- As chair of the WASC (Western Association for Schools and Colleges) committee, led the staff in gathering evidence, organizing and writing the application for initial accreditation
- Attended Bard College's *Institute for Writing and Thinking (IWT)* workshops and developed inquiry-based curriculum
- Served as a trained BTSA support provider, mentoring first-year teachers
- **Teacher of the Year, Delano Distinct Nominee 2011**

2008 Intervention Teacher/ Liberty Elementary School Santa Maria, CA

1st - 5th grade English Language Development (ELD) intervention teacher

Provided engaging and challenging ELD and writing instruction for elementary school students with the goal of increasing their academic performance across the curriculum

- Developed and implemented ELD and writing curriculum for grades 1-5 using a variety of multisensory methods to meet the specific needs of students

2007 Lead Teacher/ Santa Ynez Valley Charter School Santa Ynez, CA

6th, 7th, 8th grade English/Social Studies Teacher

Served as the lead middle school English Teacher at a high-quality charter school

- Created and utilized a progress monitoring system for analyzing student data and monitoring achievement
- Designed a project-based English language arts and social studies curriculum utilizing technology which led students to significant gains in reading and writing
- Closely collaborated with other middle school teachers, resource specialist, and administration, in a data-driven Professional Learning Community (PLC) to raise student achievement across the curriculum
- Organized and ran a service-learning program, encouraging students to take action to help improve their community
- Served as the chair of the school grant writing committee, green committee, and technology committee to help improve Santa Ynez Valley Charter School

2005 Teach for America/ Gage Middle School Huntington Park, CA

6th and 7th grade English/ Social Studies/ Journalism Teacher

Selected to participate in a national corps of outstanding college applicants to serve for two years in a low-income school and become a lifetime leader advocating for the expansion of educational opportunities to all children

- Led 6th and 7th grade English classes to improve reading skills on average by more than two grade levels
- Launched a journalism elective class using technology and drawing on the interests of the students to help improve student reading writing skills
- Co-Advised MESA enrichment program
- Elected by peers to serve on the School Site Council
- Created a positive learning environment for students of diverse levels by emphasizing community and utilizing positive classroom management strategies

COMMUNITY INVOLVEMENT

Watsonville Charter School of the Arts, Member
Delano Chamber of Commerce, Member
Delano Community Alliance, Member
Delano Safety Commission, Member

NOTABLE TRAININGS

- 2013 Kim Marshall Teacher Evaluation Training
California ELD Standards, Santa Cruz
ELD Collaborative Understanding By Design
Communications and Human Relations
Common Core Math
- 2012 Indelible Instruction: Transforming Classroom Instruction
Common Core Standards, Math and ELA
California Smarter Balanced Assessments
Human Resources Management
- 2011 Literacy Coaching
SADIE Strategies
Teacher Performance Evaluation Systems
School Budget and Fiscal Planning
- 2009/2010 Bard College Institute for Writing and Thinking
School Behavior Management Systems
Inquiry by Design
Mindfulness in Education
Western Association for School and Colleges (WASC)
- 2007 AVID
Backwards Design
Data Driven Instruction
- 2006 Kagen Learning Strategies Thinking Maps
Professional Learning Communities
- 2005 Teachers Curriculum Institute: History Alive Critical Friends

ADDITIONAL SKILLS

Advanced computer skills including extensive knowledge of MS Word, Excel, PowerPoint, Indesign, Adobe Photoshop, and basic web page design

GRIMMWAY SCHOOLS
Board of Directors
Member Profiles

Tom Mestmaker

President

Tom Mestmaker is the President of Thomas E. Mestmaker Insurance & Associates, Incorporated ("TEMA"). Mr. Mestmaker began his insurance career with Mutual of Omaha in 1975 through 1979. In 1980, he founded TEMA specializing in health and life administration and marketing for public entities and the private sector. He has been instrumental in designing new products and administration concepts for clients all over the United States.

Mr. Mestmaker graduated from Fresno State University in 1970 with a degree in Business Administration. He has been a member of National Association of Health Underwriters since 1976 and has served on the board of Kern County Life Underwriters. In addition to his role at TEMA, Mr. Mestmaker has served as the President of the Grimmway Academy Board of Directors since 2011. He also served on the Board of Directors for the Kern County Junior Livestock Committee.

Jean Fuller, Ph.d, Assemblymember, California State Senator and Senate Minority Leader Emeritus

Jean Fuller was born and raised in Kern County. She received her AA degree (with honors) from Bakersfield College, her B.A. degree from California State University, Fresno, (Summa Cum Laude), her Master of Public Administration from California State University, Los Angeles and her Ph.D from University of California at Santa Barbara. She supplemented her education with post graduate work at University of Southern California, Harvard University and Exeter College at Oxford University in the UK

Jean taught every grade from 3 through 12, served as a Vice Principal, Principal, Assistant Superintendent, and Superintendent in Fresno, Los Angeles and Kern Counties for a total of 32 years. Her last Superintendency was at Bakersfield City Schools, the largest K-8 in the State where she was the first woman in 118 years to serve as a Superintendent. BCSD had 29,000 students, a \$100 million budget and 3200 employees at the time. She was elected by her peers to the office of President of Blg. City Supts., selected as by the American Association of School Administrators as California's Superintendent of the Year and received the Leadership for Learning Award two years later.

Jean was elected to the California State Assembly in 2006 and the State Senate in 2010. She was the first Republican in 15 years to be a Presiding Officer of the Senate, and was elected to be the first woman Senate Republican Leader.

Jean currently serves as a board member for the Tejon Ranch Board, Grimmway Academy Board, San Joaquin Community Hospital Board and partners with Bakersfield Community College on the Early College Scale Up. She participates in numerous community groups and activities.

Ernie Unruh

KCSOS Representative

Born and raised in Shafter, CA and attended local schools K-9. Ernie received his B.A. from Union College in Lincoln, Nebraska, and his M.A. in Educational Administration from Cal State Bakersfield. He has worked in Minnesota, South Dakota, Kansas, Arizona and California as an elementary, junior and senior high school Principal. He worked with the Rio Bravo Greeley Union School District for 25 years, retiring in 2014 as Superintendent. He currently works part time for the KCSOS' s as a management consultant/District Advisory. I am also an Adjunct Faculty for Point Loma University.

Manuel Pantoja

Secretary/Arvin Community Representative

Manuel Pantoja is a well- respected leader in the Arvin community and loyal supporter of Grimmway Academy. Since the earliest days of GAA community outreach efforts, Manuel has been an advocate of the school and has believed in its mission and vision. Manuel has resided in Arvin for twenty-six years. In addition to serving in his capacity as a loan officer of fifteen years, Manuel also owns several businesses in Kern County, including Bear Mountain Pizza. Manuel currently serves on the South Kern Cemetery District Board and the Arvin Chamber of Commerce.

Matt Look

Star Parents of Grimmway Academy Representative

Matt Look is a stay-at-home father of eight children, five of whom currently attend Grimmway Academy Arvin. Matt is president of the Star Parents of Grimmway Academy (SPGA) for the 2017-2018 and 2018-2019 school year and is invested in working with parents and administration to continually improve the school. Matt is an active participant in the lives of his children and in his community. Matt was previously the president of, and a coach for, Arvin Little League. Matt also coached football for the Arvin Grizzlies in 2017. Matt was previously a baseball coach at Ridgeview High School and is currently a baseball coach at Arvin High.

CURRICULUM VITAE

Allison Crean Davis (Cromey)

Crean Davis has a diverse background as a consultant, researcher, evaluator, and practitioner in education and child/developmental psychology. She brings vast experience working with educators, policymakers, and funders at the national, state, district, and local school levels and across the continuum of pre-K to postsecondary institutions. Her work has provided her the privilege of working with educators practicing in inner-cities, on rural farmlands, on Indian Reservations, and in the Caribbean Islands. The common denominator to this work is her passion for infusing systems with a process for informed decision-making for sustainable improvement.

Education:

- | | |
|-------------|---|
| 1995 - 1999 | Ph.D. Psychology, Clinical
Lewis College of Human Sciences, Illinois Institute of Technology
Chicago, IL. (APA accredited) |
| 1988 | B.A. Psychology, B.A. Spanish
Lafayette College, Easton, PA |
| 1986 | Semester Study Abroad Program in Bogota, Colombia; South America
Great Lakes Colleges Association/Centro Educacional Universidad Colombiano Americano
(CEUCA) |

Consultation Experience:

Present

Partner, Policy and Evaluation, Bellwether Education Partners

Organizational and practice leader focused specifically on building the evaluation and educational research practice within Bellwether. Lead an array of multi-year federally funded evaluation projects, including several quasi-experimental in nature. Consult with educational partners on the design of rigorous evaluation plans consistent with What Works Clearinghouse requirements and integrating these into highly-competitive grant competitions, consistently garnering high marks from reviewers. Work with an array of educational organizations, including SEAs, nonprofits, and philanthropic partners to integrate evaluation frameworks and metrics for evaluation and ongoing performance management. Design and lead evaluation capacity-building efforts with similar organizations.

Senior Adviser, Policy and Thought Leadership, Bellwether Education Partners

Senior organizational leader that took the lead on projects related to evaluation and research, predictive analytics, extended learning opportunities, and Native American education.

2001 - 2015

- Co-Founder & Principal; New Legacy Partnerships, LLC (2011 – 2015).
- Founder & Executive Director; Informed Educators Consulting Group (2001 – 2011).
Lead group of education consultants specializing in helping educators engage in evidence-based systemic change at the national, state, district, and school levels, generating improved outcomes for students and the system as a whole.

Sample of clients and engagements:

- The John T. Gorman Foundation. Evaluated a multi-district Summer Learning initiative aimed at stemming/eliminating summer learning loss of low-income children in both rural and urban settings in Maine.
- Center on Innovations in Learning at Temple University. External evaluator for five-year, federally-funded content center focused on the selection, implementation, and scaling-up of innovative strategies for accelerating student learning, particularly at the statewide level.
- The Wallace Foundation. In partnership with RAND Corporation, provided support for ongoing enhancement of summer learning programs in five urban districts (Boston, Dallas, Duval County, Pittsburgh, Rochester) participating in Wallace's multi-year Summer Learning Demonstration. Assisted in planning initiative, facilitating multi-disciplinary Summer Learning Demonstration Team, guiding districts in the use of formative evaluation data from RAND for improvement purposes, providing assistance in the design and implementation of Professional Learning Communities, and developing curriculum, professional development, and instructional strategies conducive to effective summer learning experiences.
- Bureau of Indian Education (BIE) / US Department of Interior
 - Arizona South Education Line Office. Designed, facilitated, and evaluated three-day process for this K-12 educational team to analyze critical student performance data, then utilize findings for

- classroom, school, and district-wide decisions for instructional enhancements.
- BIE Statewide System of Support (SSoS).
 - Served as External Advisor, Trainer, and Coach to Senior Management Team in the design, infrastructure development, implementation, and evaluation of BIE's statewide System of Support. The aim of the Statewide System of Support was to increase the number of BIE schools making Adequate Yearly Progress and improve the percent of students that were proficient in Reading and Mathematics. The SSoS was piloted with 29 schools in two states in 2008 – 2009 and was scaled to 49 schools across the country in 2009 – 2010.
 - Facilitated the development of key partnerships to assist in the attainment of systemwide goals (e.g., Northwest Evaluation Association (NWEA), Center on Innovation and Improvement (CII)).
 - Created reports, white papers, and grant proposals with the purpose of driving system goals and attaining additional resources.
- Cibecue Community Schools, Cibecue, AZ. Provided ongoing technical assistance and support related to:
 - Optimizing opportunity: Providing a foundation for coherent and collaborative school improvement processes (e.g., planning, implementation, evaluation) through both within- and across-school PLCs.
 - Improving capacity: Improving Instructional processes, particularly in the areas of reading and math.
 - Creating incentives: For professional learning and improvement through targeted, goal-related feedback, focused leadership, and forums for evidence-based, collaborative decisions.
- Cherokee Central Schools, North Carolina. Introduced and built capacity for data-driven continuous improvement and research-based strategic planning throughout this K -12 BIE grant (i.e. charter) school district. Provided targeted professional development and ongoing technical assistance through a combination of administrative and staff training, quarterly team meetings, and ongoing coaching.
- Reading Partners, Oakland, CA.
 - In an effort to secure a highly competitive growth capital grant through the Edna McConnell Clark (EMCF) Foundation (EMCF), Reading Partners (RP), a non-profit organization, engaged New Legacy Partnerships (NLP) to perform an initial "audit" of its current evaluation and assessment practices in relation to industry/academic standards. NLP provided feedback and recommendations to assist RP in preparation for the EMCF Due Diligence process. RP was successful in the competition and was awarded sizeable and significant grant funding to bring its regional project to national scale.
- North Central Regional Educational Laboratory, Naperville, IL. (later absorbed into American Institutes for Research: AIR). Subcontracted to work with the following clients:
 - BIE: Provided extensive professional development, including 3-day "data retreats" and periodic follow-up visits to five low-performing "focus" schools, as well as consultation and research services to BIA/OIEP federal administrators.
 - BIE: Provided consultation and evaluation services related to implementation of the "Therapeutic Model" at 3 sites.
 - Aptakisic-Tripp Community Consolidated School District 102, Buffalo Grove, IL: Facilitated 2-day "data retreat" with district improvement team.

Research and Evaluation Previous Experience:

December, 2000 – September, 2001

Program Director- Research, Center for Data Systems and Development, North Central Regional Educational Laboratory (NCREL) (later absorbed by Learning Point Associates and American Institutes for Research (AIR)), Naperville, IL. Managed the design, implementation, budget, and dissemination of research-oriented activities within the Center; supervised professional and support staff; Collaborated within NCREL and with external partners.

July, 1999 – November, 2000

Program Associate, Evaluation and Policy Information Center, North Central Regional Educational Laboratory (NCREL) (now known as Learning Point Associates), Oak Brook, IL. Designed, led, and conducted program evaluations (i.e., quantitative and qualitative research and data-analyses); disseminated research findings regarding best-practices in schools; assisted state education agencies in development of web-based decision-support-systems for analysis of large-scale assessment data and organization of related standards and resources for educators

August, 1998 – June, 1999

Program Assistant, North Central Regional Educational Laboratory (NCREL) (later absorbed into American Institutes for Research: AIR), Oak Brook, IL. Assisted in design and implementation of program evaluations, conducted field research (including classroom observations and teacher and administrator interviews), conducted quantitative and qualitative data analyses, and delivered and evaluated in-school interventions with administrators, teachers, and students.

April, 1998 – July, 1998

Research Assistant, IIT, Tools for Schools Project. Funding: North Central Regional Educational Laboratory. Performed research observation and consultation at schools in Chicago, Connecticut, Boston, and Seattle having innovative methods of data collection, analysis, and utilization which drives decision-making and curriculum development. Organized and presented findings to research team. Assisted in preparation for several manuscripts.

1997 – 1999

Lab Director for Robert Schleser, Ph.D., Professor, Illinois Institute of Technology, Chicago, IL. Organized and implemented research efforts of 15 graduate students investigating cognitive and social development in children. Lab-wide research project involved investigating the relationship between cognitive development and social competence in 5 to 7 year old children, while considering the effect of potential mediating variables, such as the educational setting.

January - May, 1997

Research Assistant, Study of Parental Perceptions of Multiage Programming, Whittier School, Oak Park, IL. Participated in data entry and analysis, as well as presentations of results to faculty and administration.

1996 - 1997

Masters Thesis, Institute of Psychology, Illinois Institute of Technology, Chicago, IL. Conceptualized topic, reviewed literature, collected and analyzed data, and wrote resulting thesis looking at action identification in novice and experienced athletes.

1986-1988

Research Assistant, Lafayette College, Easton, PA Assisted in the coordination and implementation of research in psychology. Three publications resulted.

Educational/Educational Governance Experience:

2013 – Present

Founder and Chair, Board of Directors, Baxter Academy for Technology and Science. Portland, Maine.

2007 – 2010

Board of Directors, Woodside School. Concord, New Hampshire.

1995 – 1998

Wright College / Humboldt Park Vocational Education Center (One of the City Colleges of Chicago). (Bilingual site, Student Population: 1,300)

- September, 1997 - April, 1998
Director, Administrative and Student Services.
- June, 1997 – September, 1997
Assistant Dean (Interim Position).
- October, 1995 – June, 1997
Counselor, Vocational Programs.

Fall 1996

Teaching Assistant, Institute of Psychology, Illinois Institute of Technology, Chicago, IL.

1994-1995

Associate Teacher, Colonial Northampton Intermediate Unit 20, Easton, PA.

Summer 1994

Teaching Assistant, The Children's Home of Easton, Easton, PA.

1992-1994

Teaching Assistant (New York State Certified), Rochester Mental Health, Halpern Education Center, Webster, NY.

1986 – 1988

Teaching Assistant, Lafayette College, Easton, PA (Physiological Psychology).

Clinical Experience:

July, 1998 – June, 1999

Therapy Practicum, Cook County Hospital, Department of Child Psychiatry Supervisor: Paul Driscoll, Ph.D. (Bilingual site).

July, 1997 - June, 1998

Diagnostic Practicum, Rush Presbyterian - St. Lukes Medical Center, Department of Psychiatry, Section of Child Psychiatry Supervisor: Abigail Sivan, Ph.D.

January - June, 1997

Therapy Practicum, City of Chicago, Northwest Community Mental Health Center Supervisor: Marilyn Marks-Frey, Ph.D. (Bilingual site).

September - December, 1996

Therapy Practicum, Human Resources Development Institute, Chicago, Illinois. Supervisor: Jan O'Malley, Psy.D.

January - May, 1996

Practicum, Psychology of Sport and Performance, Illinois Institute of Technology, Chicago, IL. Supervisor: Robert Schleser, Ph.D.

Selected Publications and Presentations:

Crean Davis, A. (2018). "In Building an Evidence Base for Research, Start Small -- and Follow the Trail of Breadcrumbs Toward Larger Answers." [Web log post]. Retrieved from <https://www.the74million.org/article/crean-davis-in-building-an-evidence-base-for-research-start-small-follow-the-trail-of-breadcrumbs-toward-larger-answers/>.

Crean Davis, A. & Karim, A. (2017). Measuring Impact. Policy Innovators in Education Network Educator Voice Convening: Portland (OR).

Crean Davis, A., McAdams, A., & Pennington, K (2017). Showing the Impact of Teacher Advocacy: Think Globally, Measure Locally. National Network of State Teachers of the Year Conference: Washington, DC.

Crean Davis, A. (2017, November 30). "Can Social Emotional Learning Catch Fire in Schools Without Flaming Out?" [Web log post]. Retrieved from <https://www.the74million.org/article/crean-davis-can-social-emotional-learning-catch-fire-in-schools-without-flaming-out>

Squire, J. & Crean Davis, A. (2016). Charter Boards in the Nation's Capital. Thomas B. Fordham Institute: Washington DC.

Crean Davis, A. (2016). Proceed (with caution): Measuring personal competencies in students. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on Personalized Learning*, Charlotte, NC: Information Age Publishing.

Crean Davis, A. & Paul, A. (2014, November). Growing your own: Assets and challenges to designing stakeholder-driven virtual learning evaluation tools. iNACOL Blended and Online Learning Symposium: Palm Springs.

Crean Davis, A. (2013). Beyond our borders: The value of international benchmarks for the Virginia STEAM Academy. White paper for the Virginia STEAM Academy: Fort Monroe.

Johnson, C., & Crean, A. (2008). Effective Non-Profit Evaluation through a Community of Learners. Evaluation white paper published by TCC Group: New York.

Crean, A. (2003). Data-driven school improvement. Online course developed for Bureau of Indian Affairs / Office of Indian Education Programs in collaboration with University of Kansas elearning laboratory. [Online]. Available at: <http://elearndesign.org/datadriven/> (username=preview, password=previewonly).

Cromey, A.D. (2001). Data retreats: A conduit for change in schools. Using data for educational decision-making: The newsletter of the Comprehensive Center – Region VI, 6(1), 21 – 23. Madison: Comprehensive Center – Region VI.

Cromey, A., van der Ploeg, A., Masini, B. (2000). The call for data driven decision-making in the Midwest's schools: NCREL's response. [Online]. Available at: <http://www.ncrel.org/toolbelt/backgr.htm>.

MELISSA STEEL KING

EDUCATION

Ed.D.: Harvard University Graduate School of Education, Cambridge, MA
Doctor of Education, Human Development and Psychology, 2007

M.A.: Teachers College, Columbia University, New York City, NY
Master of Arts, Elementary Education, 1998
Obtained New York City Conditional License, Common Branches and Early Childhood
Obtained New York State Provisional Certification in Elementary Education (K-6)

B.A.: Williams College, Williamstown, MA
Bachelor of Arts, *magna cum laude*, 1995

RESEARCH AND EVALUATION EXPERIENCE

Bellwether Education Partners, Washington, DC
Associate Partner, August 2015 – present

- Lead research and analysis teams to develop innovative solutions and provide insights on policy issues that impact the education field.
- Develop reports, white papers, and articles on policy challenges and solutions.
- Supervise junior staff on policy and thought leadership projects.
- Build relationships and contribute to high-impact proposals to support business development related to Bellwether's mission.
- Current and past projects include: managing the evaluations of a federal Comprehensive Center Program grant, three federal Charter School Program expansion grants; co-writing report proposing new agenda for research on teacher preparation; developing a report profiling different types of alternative teacher preparation programs; analyzing 11 years of teacher data to develop a profile of the Illinois teacher workforce for the Joyce Foundation.

Center for Human Services Research, State University of New York at Albany, Albany, NY
Senior Research Scientist and Assistant Research Professor, May 2012 – June 2015

- Responsibilities included: guiding development of theories of change and logic models; preparing grant applications; designing program evaluation studies; collecting data; conducting qualitative and quantitative analyses; interpreting data with program staff; writing evaluation reports; and presenting results to stakeholders.
- Projects included:
 - Evaluations of Albany Promise (a city-wide cross-sector partnership to improve cradle-to-career educational outcomes for Albany children), of a community-based parent education program, and of a youth restorative justice initiative;
 - Multi-year evaluations of three federally-funded grant programs: the Magnet Schools Assistance Program and the School Improvement Grant Program at Albany High School, and the 21st Century Learning Community Centers Program in six Albany public schools;
- Evaluation work included data collection through school district data management systems (PowerSchool), federal and state data sources, surveys, focus groups, interviews, and observations; data were analyzed using SPSS, Excel, and qualitative methods.

Scholastic Inc., New York, NY

Research Manager, Scholastic Research & Validation Department, August 2007 – April 2012

- Managed and conducted evaluation studies of Scholastic curriculum products. Responsibilities included: recruiting school districts to participate in studies; developing research design; organizing implementation support for teachers; facilitating communication among districts, research firms, and Scholastic staff; collecting and analyzing data; and reporting and presenting findings.

- Collaborated with Council of the Great City Schools and American Institutes for Research to conduct a qualitative investigation of the practices that sustain on-model implementation of an adolescent literacy intervention (*READ 180*) in five urban school districts; supervised activities of independent researchers and Scholastic implementation support team, and contributed to analysis and reporting of findings.
- Wrote, edited, and published research reports reviewing literature on best practices and describing program evaluation studies conducted by the Scholastic research team or independent research firms.

The ASPIRE Program, Harvard Graduate School of Education (HGSE), Cambridge, MA
Training Director and Research Assistant, September 2002-May 2004

Harvard Educational Review, Cambridge, MA
Editorial Board Member, May 2002-May 2004.

Judge Baker Children's Center, Boston, MA
Research Assistant, July-December 2002

Harvard Family Research Project, Cambridge, MA
Graduate Research Assistant, February-May 2002

Center for Ecoliteracy, Berkeley, CA
Administrative and Research Assistant, November 1995-July 1996

TEACHING EXPERIENCE

Moral and Social Development Course, Harvard Graduate School of Education, Cambridge, MA
Teaching Fellow, Fall 2004 and 2005

“Educating for Democracy Through Facing History and Ourselves” Course, Harvard Graduate School of Education, Cambridge, MA
Teaching Fellow, Spring 2005

Neighborhood House Charter School, Boston, MA
Kindergarten Teacher, September 2000-June 2001

P.S. 241: The Family Academy, New York City, NY
First Grade Teacher, September 1998-July 2000

P.S. 207 and P.S. 234, New York City, NY
Student Teacher, Third and Fourth Grade, September 1997-May 1998

SELECTED PUBLICATIONS AND PRESENTATIONS

O’Keefe, B., King, M.S., & Aldeman, C. (2019). *An uneven path: Student achievement in Boston Public Schools, 2007-2017*. Washington, DC: Bellwether Education Partners.

Libetti Mitchell, A. & King, M.S. (2016). *A new agenda: Research to build a better teacher preparation program*. Washington, DC: Bellwether Education Partners.

King, M.S. (2014). *Evaluability of the 21st Century Community Learning Centers Program*. Presentation at the American Evaluation Association Annual Conference, Denver, CO, October 15-18.

King, M.S. & Kennard, L. (2010). *On-model and on track: A descriptive study of READ 180 in urban middle schools*. Paper presented at the Council of the Great City Schools Curriculum and Research Directors’ Joint Meeting, San Francisco, CA, July 15-17.

- King, M.S. and Keefer, B. (2009). System 44 and READ 180: *Research-based literacy instruction for special education*. New York, NY: Scholastic Inc.
- Feigenberg, L. F., King, M. S., Barr, D. J., & Selman, R. L. (2008). Belonging to and exclusion from the peer group in schools: Influences on adolescents' moral choices. *Journal of Moral Education*, 37(2), 165-184.
- King, M.S. & Yepes-Baraya, M. (2007). READ 180: *An evaluation of a community college pilot (Impact Study)*. New York, NY: Scholastic Inc.
- Selman, R. L., Barr, D. J., Feigenberg, L., Bermudez, A., King, M. S. (2005). *Methods to assess how students understand their choices in situations of discrimination, ostracism, and exclusion*. Professional Development Workshop presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 11-15.
- King, M. S. (2004). Voices of progressive charter school educators. In E. Rofes and L. M. Stulberg (Eds.), *The emancipatory promise of charter schools: Toward a progressive politics of school choice* (pp. 159-185). Albany, NY: State University of New York Press.
- Selman, R. L., Barr, D. J., Feigenberg, L., King, M. S., Bermudez, A. (2004). *Ostracism/discrimination/exclusion: Promoting tolerance/preventing prejudice through interdisciplinary curricula*. Workshop presented at the Association for Moral Education Annual Conference, Dana Point, CA, November 10-13.
- King, M. S. (2000). Class act. In M.P. Sadker & D.M. Sadker, *Teachers, Schools, & Society*. 5th ed. (p. 421). Boston: McGraw Hill.

AWARDS AND HONORS

- Spencer Foundation Research Training Grant, 2003-2006
- Roy E. Larsen Entering Award, Harvard University Graduate School of Education, 2001
- Student Speaker, Masters Convocation, Teachers College, May 1998
- Walter E. Sindlinger Award for Excellence in Writing, Teachers College, 1998
- Rockefeller Brothers Fund Fellowship for Minorities Entering the Teaching Profession, 1994

LANGUAGE SKILLS

- French: Basic conversational ability and fluent reading ability
-

CARA JACKSON

EDUCATION

- 2014 Ph.D., University of Maryland (UMD), Education Policy Studies
- 2011 Advanced Certificate, UMD, Education Measurement, Statistics & Evaluation
- 2004 Advanced Certificate, Pace University, Teaching
- 2001 Ed.M., Harvard Graduate School of Education
- 2000 B.A., Rutgers University, Psychology & Sociology (cum laude)

PROFESSIONAL EXPERIENCE

Bellwether Education Partners

2018- *Associate Partner, Policy & Evaluation*

- present
- Partner with clients to develop high quality evaluation plans in relation to prospective or existing initiatives, programs, or projects
 - Build capacity of clients and grantees for evaluation and continuous improvement
 - Develop team work plans and guide team implementation of plans
 - Oversee and manage internal analysts who perform research and analytical functions while supporting their development
 - Manage and analyze complex data sets, including longitudinal analyses of student achievement and survey data as well as data modeling

4.0 Schools Measurement & Evaluation Collaborative

2019- *Visiting Scholar*

- present
- Coach fellows as they develop meaningful metrics and run small-scale experiments to test their assumptions and evaluate pilot programs
 - Recommend resources and literature for fellows/alumni

American University School of Education

2018- *Adjunct Professorial Lecturer*

- present
- EDU 610 Qualitative & Quantitative Research Strategies
 - EDU 790 Quantitative Research in Education

Montgomery County Public Schools

2016- *Evaluation Specialist, Office of Shared Accountability*

- 2018
- Conducted evaluations of educational programs
 - Collected, cleaned and analyzed quantitative and qualitative data
 - Wrote evaluation plans to obtain grant funding for innovative initiatives
 - Communicated findings and research methods to a broad audience through presentations, evaluation research briefs, and reports
 - Provided technical assistance to support continuous improvement efforts

Urban Teachers

- 2013-2016 *Assistant Director of Research & Evaluation*
- Strategic Data Fellow with Center for Education Policy Research at Harvard University
 - Oversaw the refinement and implementation of a multiple-measure teacher evaluation model
 - Analyzed ratings of classroom practice to assess reliability and validity of teacher observation rubric
 - Conducted internal research on teacher selection metrics
 - Collaborated with and oversaw external research and evaluation partners

University of Maryland

- 2011-2012 *Graduate Assistant*
- Conducted multilevel data analysis for an evaluation of a history writing intervention implemented in urban middle schools
 - Conceptualized and conducted a research project employing growth curve models to examine the relationship between middle school grade configurations and student achievement using a national dataset
 - Enhanced multilevel modeling short course materials, adding examples on use of multilevel modeling in the context of dichotomous dependent variables

- 2010-2011 *Teaching/Research Assistant*
- Research Apprenticeship. Instructors: Betty Malen and Jennifer King Rice.
- Led the quantitative analysis of data for a formative mixed-methods evaluation of a program funded by a federal Teacher Incentive Fund grant
 - Oversaw the qualitative data collection and analysis of one of three case study sites
 - Drafted three chapters of the final report and co-authored two journal articles

- Jun. 2010, 2011 & 2012 *Teaching Assistant*
- Multilevel Modeling of Survey Data. Instructors: Bob Croninger and Valerie Lee.
- Led lab sections
 - Provided feedback on graduate students' research papers
 - Advised graduate students during weekly office hours

U.S. Government Accountability Office

- 2006-2008 *Senior Policy Analyst*
- Conducted research related to the No Child Left Behind (NCLB) Act
 - Led interviews with state and local administrators and school officials
 - Designed, pre-tested and ensured high response rates on surveys to school principals regarding school improvement efforts
 - Prepared testimony for Congress on NCLB and wrote sections of reports
 - Gathered and disseminated recent research on NCLB to colleagues

- 2001-2003 *Policy Analyst*
- Collected, analyzed and summarized data related to foreign schools' handling of loans for American students
 - Designed and conducted a survey of how states are using the Community Development Block Grant to improve the quality of child care

Teach for America/Teacher PS 199X

- 2003-2006 *Pre-K and Kindergarten Classroom Teacher*
- Implemented assessment-driven instruction
 - Organized and led small-group learning centers based on students' needs
 - Facilitated bringing at-risk students up to and beyond grade-level standards

Harvard Graduate School of Education

- 2000-2001 *Research Assistant*
- Transcribed videotapes of mother-child interactions for a study of the educational impact of an Early Head Start program on its participants

CONSULTING

- Fall 2008 *Delegate Anne Kaiser, Maryland House of Representatives*
- Conducted research on the capacity of current data systems to inform education policy

PEER REVIEWED PUBLICATIONS

Wissinger, D.R., De La Paz, S., & **Jackson, C.** (in press) The Effects of the IC3 for Reading/Prove it! For Writing Historical Reasoning Strategy with Academically Diverse Elementary Students. *Journal of Educational Psychology*.

De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.**, & Piantedosi, K.W. (2017). A Historical Writing Apprenticeship for Adolescents: Integrating Disciplinary Learning with Cognitive Strategies. *Reading Research Quarterly*, 52(1), 31-52.

Rice, J., Malen, B., **Jackson, C.**, & Hoyer, K.M. (2016). Administrator Reactions to Financial Incentives: Evidence and Insights from a TIF Program. *Leadership and Policy in Schools*.

Rice, J., Malen, B., **Jackson, C.**, & Hoyer, K.M. (2015). Time to Pay Up: Analyzing the Motivational Potential of Financial Awards in a TIF Program. *Educational Evaluation and Policy Analysis*, 37(1), 29-49.

De La Paz, S., Felton, M., Monte-Sano, C., Croninger, R., **Jackson, C.**, Deogracias, J.S., & Hoffman, B.P. (2014). Developing Historical Reading and Writing with Adolescent Readers: Effects on Student Learning. *Theory and Research in Social Education*, 2(42), 228-274.

González, R.L., & **Jackson, C.L.** (2012). Engaging with Parents: The Relationship between School Engagement Efforts, Social Class, and Learning. *School Effectiveness and School Improvement*, 24(3), 316-335.

Rice, J., Malen, B., Baumann, P., Chen, E., Dougherty, A., Hyde, L., **Jackson, C.**, Jacobson, R., & McKithen, C. (2012). The Persistent Problems and Confounding Challenges of Educator Incentives: The Case of TIF in a Large Metropolitan School District. *Educational Policy*, 26(6), 892-933.

IN PREPARATION/UNDER REVIEW

Tarasawa, B., Gotwals, A.W., & **Jackson, C.** *Assessment Education: Bridging Research, Theory, and Practice to Promote Equity and Student Learning*. Rowman & Littlefield.

BOOKS/POLICY BRIEFS/REPORTS

Carinci, J., Meyer, S. & **Jackson, C.**, eds. (2020). *Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students*. IAP Book Series.

Jackson, C., & Cowan, J. (2018). *Assessing the Evidence on Teacher Evaluation Reforms*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Retrieved from <http://caldercouncil.org/assessing-the-evidence-on-teacher-evaluation-reforms/#.XYN5WChKhPY>

Jackson, C., & Addison, K. (2018). *Understanding the Relationships between Poverty, School Factors, and Student Achievement*. Retrieved from <https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2018/Poverty%20and%20Achievement.pdf>

Jackson, C., & Maina, N.S. (2018). *Evaluation of the Higher Education Partnerships (HEPs) Program in MCPS*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=1488>

Wade, J., **Jackson, C.**, Zhao, H., & Hickson, R. (2017). *Evaluation of the Kennedy Cluster Watkins Mill Cluster Project: Follow-Up of Participants in the Multi-Agency Team Process*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=480>

Maina, N.S., & **Jackson, C.** (2017). *An Observational Study of Implementation of Selected Practices of the Monitoring Instructional Reading Levels Strategy in 2015–2016*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=467>

Jackson, C., Gotwals, A.W., & Tarasawa, B. (May 2017). How to Implement Assessment Literacy. *Principal Leadership*. Reston, VA: National Association of Secondary School Principals.

Jackson, C. & Mackler, K. (2016). *Urban Teachers Evidence-Base Approach to Teacher Preparation*. Retrieved from <http://static1.squarespace.com/static/54dc2642e4b0469314195dca/t/571fa97686db43553423f8f9/1461692812053/AnEvidence-BasedApproachtoTeacherPrep-April2016.pdf>

Jackson, C. & Mackler, K. (2016). *Urban Teachers Evaluation Model*. Retrieved from <http://static1.squarespace.com/static/54dc2642e4b0469314195dca/t/571fa95001dbaec3234c9dc3/1461692771724/UrbanTeachersEvaluationModel-April2016.pdf>

Jia, Y., Cummings, T., **Jackson, C.**, Clifford, M., & Hoch, S. (2015). *Analyzing and improving multiple measure evaluation systems*. Strategic Data Project Fellowship Capstone Project. Retrieved from http://sdp.cepr.harvard.edu/files/cepr-sdp/files/multiple_measure_teacher_evaluations.pdf?m=1450116340

Jackson, C. (2014). *Urban Teacher Center's Formative Assessments for Developing Teachers*. Paper prepared for University of Michigan TeachingWorks seminar. Retrieved from <http://www.teachingworks.org/research-data/workingpapers>

Malen, B., Rice, J., **Jackson, C.**, Hoyer, K., Hyde, L., Bivona, L. Blaisdell, L., Bowsher, A., Cortes, K., Coverdale, B., de la Torre, A., Goldstein, M., Pimpawathin, A., & Sutter, J. (2011). *Implementation, Payouts, and Perceived Effects: A Formative Analysis of Financial Incentive Rewards for Supervisors and Teachers (FIRST)*. Department of Education Policy Studies, University of Maryland. College Park, MD.

Malen, B., Rice, J., Baumann, P., Beaner, T., Chen, E., Dougherty, A., Hyde, L, **Jackson, C.**, Jacobson, R., McKitchen, C., & Robinson, C. (2009). *Building the Plane in Flight: A Formative Evaluation of Financial Incentive Rewards for Supervisors and Teachers (FIRST)*. Department of Education Policy Studies, University of Maryland. College Park, MD.

U.S. Government Accountability Office. (2008). *No Child Left Behind Act: Education Actions Could Improve the Targeting of School Improvement Funds to Schools Most in Need of Assistance*. GAO-08-380. Washington, DC: February 29, 2009.

U.S. Government Accountability Office. (2007). *No Child Left Behind Act: Education Should Clarify Guidance and Address Potential Compliance Issues for Schools in Corrective Action and Restructuring Status*. GAO-07-1035. Washington, DC: September 5, 2007.

U.S. Government Accountability Office. (2007). *Teacher Quality: Approaches, Implementation, and Evaluation of Key Federal Efforts*. GAO-07-861T. Washington, DC: May 17, 2007.

U.S. Government Accountability Office. (2003). *Student Loans and Foreign Schools: Assessing Risks Could Help Education Reduce Program Vulnerability*. GAO-03-647. Washington, DC: July 25, 2003.

U.S. Government Accountability Office. (2002). *Child Care: State Have Undertaken a Variety of Quality Improvement Initiatives, but More Evaluations of Effectiveness Are Needed*. GAO-02-897. Washington, DC: September 6, 2002.

SELECTED BLOG POSTS

Jackson, C. (2019, October 31). When It Makes Sense to Experiment on Students — or “The Zone of RCTs”. Retrieved from <https://aheadoftheheard.org/experimental-economists-just-got-the-nobel-prize-should-education-policy-use-more-experiments-too/>

Jackson, C. (2019, June 27). Correlation is Not Causation and Other Boring but Important Cautions for Interpreting Education Research. Retrieved from <https://aheadoftheheard.org/correlation-is-not-causation-and-other-boring-but-important-cautions-for-interpreting-education-research/>

Jackson, C. (2019, February 12). Which Aspects of the Work Environment Matter Most for New Teachers? Retrieved from <https://aheadoftheheard.org/which-aspects-of-the-work-environment-matter-most-for-new-teachers/>

Jackson, C., Gotwals, A., & Tarasawa, B. (2017, December 7). Formative Assessment: Evidence-Based or Oversold? Retrieved from <https://www.assessmenteducation.org/blog/formative-assessment-evidence-based-oversold/>

Jackson, C. (2015, August 6). The Magic of Multiple Measures. Retrieved from <http://www.shankerinstitute.org/blog/magic-multiple-measures>

Jackson, C. (2015, July 21). Research on Teacher Evaluation Metrics: The Weaponization of Correlations. Retrieved from <http://www.shankerinstitute.org/blog/research-teacher-evaluation-metrics-weaponization-correlations>

PRESENTATIONS

Jackson, C., & Addison, Kecia. (2019). *Understanding the Relationships between Poverty, School Factors, and Student Achievement*. Paper presented at the 2019 Annual Conference of the American Educational Research Association in Toronto, Canada.

Jackson, C., Dusek, S., Flores, S.F., & Sequeira, C. (2018). *Have Your Cake and Eat It, Too: Hiring and Retaining a Diverse Teaching Workforce in an Era of Raising the Bar*. Policy talk panelists at the 2018 Annual Conference of the Association for Education Finance and Policy in Portland, OR.

Jackson, C., & Steinberg, M. (2017). *Does Teacher Effectiveness Depend on Who Rates Classroom Practice? Evidence from an Urban Teacher Preparation Program.* Paper presented at the 2017 Annual Conference of the Association for Education Finance and Policy in Washington, DC.

Jackson, C., & Ho, A. (2016). *Refining and Raising the Reliability of Classroom Observations.* Paper presented at the 2016 Annual Conference of the American Educational Research Association in Washington, DC.

Jackson, C. (2016). *Developing reliable classroom observation systems.* Paper presented at the 2016 Annual Conference of the Association for Education Finance and Policy in Denver, CO.

Jackson, C. (2015). *Urban Teacher Center's Evidence-Based Approach to Teacher Preparation.* Presented the Fall 2015 Conference of the Council for the Accreditation of Educator Preparation (CAEP) in Washington, DC.

Jackson, C. (2015). *School Data Use and Student Achievement.* Paper presented at the 2015 Annual Conference of the American Educational Research Association in Chicago, IL.

Jackson, C. (2015). *Implementing Measures of Effective Teaching: Assessing Novice Teachers' Practice.* Paper presented at the 2015 Annual Conference of the Association for Education Finance and Policy in Washington, DC.

Jackson, C. (2014). *Are Working Conditions Related to Teacher Effectiveness?* Paper presented at the 2014 Annual Conference of the Association for Education Finance and Policy in San Antonio, TX.

Jackson, C. (2014). *Pre-Service and In-Service Measures of Teaching Potential.* Poster presented at the 2014 Annual Conference of the Association for Education Finance and Policy in San Antonio, TX.

Jackson, C. (2013). *Student Access to Qualified Teachers: A Multilevel Analysis.* Paper presented at the 2013 Annual Conference of the Association for Education Finance and Policy in New Orleans, LA.

Jackson, C. (2013). *Achievement Trajectories in Middle Grades: An Exploration of Grade Configurations.* Poster presented at the 2013 Annual Conference of the Association for Education Finance and Policy in New Orleans, LA.

De La Paz, D., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.,** & Worland, K. (2013). *Historical Reading and Writing Apprenticeships with Adolescent Readers: Integrating disciplinary learning with cognitive strategies.* Paper presented at the 2013 Annual Conference of the American Educational Research Association in San Francisco, CA.

Rice, J.K., **Jackson, C.**, & Hoyer, K. (2012). *Distribution Patterns and Educator Responses to Financial Awards in a Teacher Incentive Fund (TIF) Program*. Paper presented at the 2012 Annual Conference of the Association for Education Finance and Policy in Boston, MA.

Jackson, C. (2011). *Student Achievement and Growth in Middle Grades: A Comparison of K-8 and Middle Schools*. Paper presented at the 2011 Annual Conference of the American Educational Research Association in New Orleans, LA.

Rice, J.K., **Jackson, C.**, Hoyer, K., Malen, B., & Hyde, L. (2011). *Time to Pay Up: Distribution Patterns and Perceived Effects of Financial Awards in a Teacher Incentive Fund (TIF) Program*. Paper presented at the 2011 Annual Conference of the Association for Education Finance and Policy in Seattle, WA and at the Annual National Center for Education Statistics Conference in Bethesda, MD.

Jackson, C., & González, R. (2010). *Reaching Out to Parents: The Influence of School Policies on Student Reading Achievement*. Presented at the 2010 Annual Conference of the American Educational Research Association in Denver, CO.

Rice, J.K., Malen, B., Baumann, P., Chen, E., Dougherty, A., Hyde, L., **Jackson, C.**, Jacobson, R., & McKithen, C. (2010). *Promises and Perils of Educator Incentives: A Formative Evaluation of the Teacher Incentive Fund (TIF) Program in the Prince George's County (MD) Public School System*. Symposium at the 2010 Annual Conference of the Association for Education Finance and Policy in Richmond, VA.

Jackson, C. (2009). *The Cost Effectiveness of Character Education Programs*. Roundtable participant at the University of Maryland's College of Education Student Research Conference in College Park, MD.

U.S. Government Accountability Office. (2007). *No Child Left Behind Act: Schools in Corrective Action and Restructuring*. Paper presented at the 2008 Annual Conference of the American Educational Research Association in New York, NY.

U.S. Government Accountability Office. (2002). *Child Care Quality Improvements*. Poster session at APPAM's 2002 Annual Conference in Dallas, TX.

INVITED PRESENTATIONS & WORKSHOPS

Evidence Generation and Use in Education Agencies. University of Arkansas Department of Education Reform Lecture Series. November 2018.

Should We Trust "What the Research Says"? How to Evaluate Research Claims. Presenter at researchED. Philadelphia, PA. October 2018.

How Can We Best Leverage External Research Partners to Strengthen Educational Systems? Presenter at Strategic Data Project Annual Convening. May 2018.

What Works? Tools for Assessing Effectiveness in Education. Presenter at researchED. Brooklyn, NY. October 2017.

Developing a Research Agenda in Your Education Agency. Presenter at Strategic Data Project Annual Convening. May 2017.

Improving Accuracy in Observer Scoring in Teacher Evaluation. Presenter at Strategic Data Project Annual Convening. May 2016.

Assessment Training for Teachers: An Opportunity to Move from Frustration to Action. Panelist at the Northwest Evaluation Association (NWEA) Fusion Conference, Baltimore, MD. March 2016.

Exploring Multiple Measure Teacher Evaluations in Excel. Presenter at Strategic Data Project Cohort 6 Workshop. September 2015.

RESEARCH SKILLS

- Expertise in Stata, SPSS, HLM, and Excel; familiar with SAS and R
- Experience with and coursework in qualitative and quantitative research methods, including case study research, cost analysis, psychometrics, and structural equation modeling

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association (AERA)
- Association for Education Finance and Policy (AEFP)

PROFESSIONAL DEVELOPMENT

2018 Institute of Education Sciences What Works Clearinghouse (WWC) Group Design Standards online training. Certified reviewer for the WWC under Version 4.0 of the WWC Group Design Standards.

2017 Institute of Education Sciences Workshop on Quasi-Experimental Design and Analysis. Northwestern University's Institute for Policy Research.

2017 Institute of Education Sciences Methods Training in Cost-Effectiveness and Benefit-Cost Analysis. Teachers College, Columbia University.

2014 Measures of Effective Teaching Longitudinal Database Workshop. Inter-university Consortium for Political and Social Research at the University of Michigan.

2012 Value-Added Models for Analyzing Teacher Effectiveness: A Short Course on Value-Added Modeling with Daniel McCaffrey. SREE spring 2012 conference.

2012 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the AERA, and SAGE Publications. Vancouver, Canada.

2010 AERA Institute on Statistical Analysis for Education Policy. Selection bias, modeling achievement growth over time, and related issues in using the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 data set. Sponsored by the National Center for Education Statistics.

PROFESSIONAL AND COMMUNITY SERVICE

Board of Directors, Government Affiliate, Association for Education Finance and Policy (AEFP) (2018-2020)

Policymakers Council, Center for Analysis of Longitudinal Data in Education Research (CALDER) (2018-2019)

Program Committee, Association for Education Finance and Policy (AEFP) (2017-2018)

Northwest Evaluation Association (NWEA) Task Force on Assessment Education (October 2015-present)

Research Committee, Council for the Accreditation of Educator Preparation (CAEP) (August 2015-present)

Teachers College Record, manuscript reviewer (2015-present)

Teach for America Online Alumni Advisory Panel (2015-2016)

American Educational Research Association, conference reviewer (2009-present)

Peer reviewer for the Teacher Incentive Fund grant (Cohort 4), August 2012

DISSERTATION COMMITTEES

Teddy Hartman (in progress). University of Maryland

Laura Hyde (2018). University of Maryland

AWARDS & HONORS

2016 Exemplary Paper Award, Classroom Observation SIG (AERA)

2015 Emerging Education Policy Scholar, *Thomas B. Fordham Institute*

2013 Roe L. Johns Travel Grant (AEFP)

2012 Will Myers Memorial Scholarship (AEFP)

2011-2012 Distinguished Teaching Assistant, Center for Teaching Excellence

2010 Roe L. Johns Travel Grant (formerly American Education Finance Association, now AEFP)



APPENDIX C – LETTERS OF SUPPORT

Elected Officials

Kevin McCarthy, *United States Congress Member, CA 23rd District*
TJ Cox, *United States Congress Member, CA 21st District*
Shannon Grove, *California State Senator, CA 16th Senate District*
Melissa Hurtado, *California State Senator, CA 14th Senate Fourteenth District*
Vince Fong, *California State Assembly, CA 34th District*
Rudy Salas, Jr., *California State Assembly, CA 32nd District*
Karen Goh, *Mayor, City of Bakersfield*

Foundations and Community Partners

Dr. Mary Barlow, *Superintendent, Kern County Office of Education*
Myrna Constrejon, *President/CEO, California Charter Schools Association*
Lynnette Zelezny, Ph.D., M.B.A., *President, CSUB*
Dr. Sonya Christian, *President, Bakersfield College*
Frances Messano, *Senior Managing Partner, NewSchools Venture Fund*
Allison Crean Davis, Ph.D., *Partner, Bellwether Education Partners*
David Franz, *Director, Shafter Education Partnership*
Wendy L. Creek, Ed.D., *Director of K-12 Education, Creek Education Solutions*
Chad Givens, *City Council Member, City of Shafter*
Geoffrey Baker, *Director of Programs, New Teacher Center*
Arleana Waller, *Founder/CEO, ShePower Leadership Academy*

Grimmway Parents and Alumni

Maria Moreno, *Parent*
Matt Look, *Parent*
Zulema Ela, *Parent*
Amalia Sanchez, *Parent*
Rendy Garza, *Parent*
Patricia Martinez, *Alumni*



Congress of the United States
House of Representatives
Washington, DC 20515-0523

January 8, 2020

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos:

I write in strong support for the application submitted by Grimmway Schools for a U.S. Department of Education Charter Schools Program Grant for the Replication and Expansion of High-Quality Charter Schools, in the amount of \$3 million. With this funding, Grimmway Schools would have the opportunity to expand upon its extremely successful charter school model in low-income communities throughout California's Central Valley.

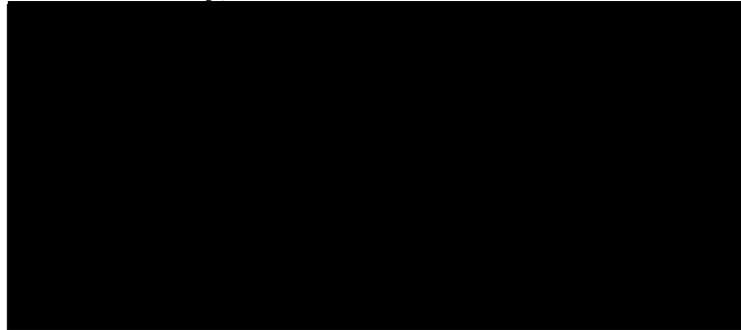
The Grimmway Schools network currently includes two K through 8th grade public charter schools: the Grimmway Academy, located outside of Bakersfield, California in Arvin, and the Grimmway Academy Shafter. The Grimmway Academy has achieved California Distinguished School status since first opening in 2011 and the Grimmway Academy Shafter, which opened in 2017, was recently awarded a 10 out of 10 Similar Schools ranking by the California Charter Schools Association for its 2019 performance on the California Assessment of Student Performance and Progress. Grimmway Schools maintains a targeted focus on student literacy and applies a Multi-Tiered System of Supports (MTSS) to student achievement in order to ensure that every student has the foundation necessary to effectively learn and interact with their peers. Both Grimmway Schools campuses also feature an innovative Edible Schoolyard program, through which students learn about healthy eating habits and experience hands-on learning both in the garden area and kitchen classrooms.

With Charter Schools Program grant funding, Grimmway Schools would develop a new high school campus, along with an additional K through 8th grade campus, in Kern County. Since their respective openings, both existing Grimmway Schools campuses have experienced increasingly high enrollment demand, so two additional campuses would provide Grimmway Schools with the opportunity to respond to this demand appropriately. Grimmway Schools' proposed high school campus would be housed on California State University, Bakersfield's campus and would allow students to participate in "early college" and "dual enrollment" programs to earn college credit while still in high school. Overall, Grimmway Schools would increase enrollment capacity by 1,800 slots—including 180 expansion slots at Grimmway Academy Shafter. Grimmway Schools would also use this grant funding to enlarge its central office by increasing overall staffing to assist with planning and expansion support.

Again, I support Grimmway Schools' application for a \$3 million grant from the U.S. Department of Education to develop additional public charter school campuses in Kern County and further assist disadvantaged Central Valley students. Accordingly, I respectfully request your thorough review and consideration of this application. Please do not hesitate to contact me if you have any questions.

Thank you for your time and attention to this matter.

Sincerely,



TJ Cox

21ST DISTRICT, CALIFORNIA

WASHINGTON DC OFFICE
1728 LONGWORTH OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4695

SELMA OFFICE
2117 SELMA STREET
SELMA, CA 93662

BAKERSFIELD OFFICE
2700 M STREET, SUITE 250 B
BAKERSFIELD, CA 93301
(661) 864-7736



Congress of the United States
House of Representatives
Washington, DC 20515

HOUSE COMMITTEE ON
NATURAL RESOURCES

CHAIRMAN OF SUBCOMMITTEE ON
OVERSIGHT AND INVESTIGATIONS

SUBCOMMITTEE ON WATER,
OCEANS, AND WILDLIFE

HOUSE COMMITTEE ON
AGRICULTURE

SUBCOMMITTEE ON
LIVESTOCK AND FOREIGN AGRICULTURE

SUBCOMMITTEE ON BIOTECHNOLOGY,
HORTICULTURE AND RESEARCH

January 8, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Dear Secretary DeVos,

I am writing to express my support of Grimmway Schools' application for the Charter Schools Program (CSP) Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant).

The Grimmway Schools have been in operation since 2011, serving more than 1,400 K-8 students in California's Kern County, where most students are socio-economically disadvantaged. Today, Grimmway operates two schools in the underserved communities of Arvin and Shafter (poverty levels of 27.5% & 25.3%, respectively, which are 51.7% & 47.5% greater than California's average poverty level). Grimmway Schools is committed to closing the achievement gap for students in Kern County by creating an environment for student excellence.

Despite serving a rural population that is overwhelmingly educationally disadvantaged, Grimmway students have outperformed their grade level peers in the surrounding districts and across Kern County in ELA and math. Notably, the school's Hispanic/Latino students and socioeconomically disadvantaged students have outperformed their grade level peers across the entire state. With these results, Grimmway has demonstrated their ability deliver real educational success for their students and community.

Grimmway Schools would benefit greatly from the CSP's CMO Grant. This grant, if awarded, would create a huge number of additional educational opportunities (1,800 seats) for underserved students in California's 21st Congressional District through the development and construction of a new K-8 school and a new high school. The new high school would be located on the California State University Bakersfield campus and would offer both early college and dual enrollment programs to students throughout our region.

These high school programs are vital to the Central Valley, as only 39.1% of Kern County students graduate high school and are considered eligible for enrollment in the University of California/California State University public college system. The CMO grant is critical for Grimmway and would allow them to initiate and further develop their growth plans that will deliver tangible educational, social and community benefits for so many of the deserving students and families in the Central Valley.

For these reasons, I respectfully request that you give Grimmway Schools application your highest consideration. If you have any questions please contact my education legislative assistant Rebecca Kahn at [REDACTED]

Sincerely,

[REDACTED]

California State Senate

STATE CAPITOL
SACRAMENTO, CA 95814
TEL (916) 651-4016
FAX (916) 651-4916

SENATOR.GROVE@SENATE.CA.GOV

SENATOR
SHANNON GROVE
SIXTEENTH SENATE DISTRICT

DISTRICT OFFICE
5701 TRUXTUN AVE., SUITE 150
BAKERSFIELD, CA 93309
TEL (661) 323-0443
FAX (661) 323-0446

7248 JOSHUA LANE
YUCCA VALLEY, CA 92284
TEL (760) 228-3136
FAX (760) 228-2462

January 7, 2020

The Honorable Betsy DeVos
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

I am writing in support of Grimmway Schools' application for the *Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant)*.

Grimmway Schools has demonstrated success in closing the achievement gap for Hispanic/Latino, Socioeconomically Disadvantaged and English Learners students in California's Central Valley. This grant would support their opening of a new early college/dual enrollment high school which they plan to open in partnership with California State University Bakersfield (CSUB) and Bakersfield College, along with another K-8 school outside of Bakersfield. This will help to serve a critical need in our community in helping more of our residents be prepared for college and attain a college degree.

The majority of Grimmway's students will be the first in their families to earn college credits, or even a high school diploma. Grimmway's flagship school, Grimmway Academy, a California Distinguished School, is located in the small town of Arvin where 46.8% of residents over age 25 have not completed 9th grade and 18.4% attended some high school but did not earn a diploma. Across Kern County, only 39.1% of our students who graduate high school are eligible for enrollment in the University of California/California State University system. Grimmway's work to ensure more of our students are eligible is laudable.

A CMO Grant from the U.S. Department of Education will bring important funds to the Central Valley and create educational opportunities for our families, some of the most educationally underserved in our State and the nation. I respectfully ask you to accept Grimmway Schools' grant application. Should you have any questions, please contact my Chief of Staff, Lindsey Dietz, at [REDACTED]

Sincerely,

[REDACTED]

California's 16th Senate District

California State Senate

STATE CAPITOL
SACRAMENTO, CA 95814
(916) 651-4014

SENATOR
MELISSA HURTADO
FOURTEENTH SENATE DISTRICT



January 8, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

RE: Charter Schools Program's Grants Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants), CFDA 84.282M

Dear Ms. DeVos,

I am pleased to provide this letter of support for the Grimmway Schools' proposal for the U.S. Department of Education Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant). This grant funding will expand systems of support at Grimmway Schools and provide more options that are educational for our families, as well as potentially creating a new high school along with another K-8 school in a rural community within Kern County.

This federal grant would provide critical planning and start-up funding for Grimmway Schools to realize this growth plan effectively and address unmet educational needs in my district. Additionally, this funding would address unmet needs for rural communities using a model that integrates Humanities and STEM curricula via personalized learning, with Individualized Learning Plans for every student and Learning Lab time that leverages adaptive technology to meet individual student needs, as identified by their teacher.

For the reasons stated above and the proven success of Grimmway Schools, it is my pleasure to support their efforts and their application to strengthen our rural communities. If you have any questions, please do not hesitate to contact my office at [REDACTED].

Sincerely,



Melissa Hurtado

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0034
(916) 319-2034
FAX (916) 319-2134

EMAIL
Assemblymember.Fong@assembly.ca.gov



COMMITTEES
VICE CHAIR: TRANSPORTATION
APPROPRIATIONS
BUDGET
UTILITIES AND ENERGY
RULES, REPUBLICAN ALTERNATE

SUBCOMMITTEES
BUDGET SUBCOMMITTEE NO. 3 ON
RESOURCES AND TRANSPORTATION

January 6, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

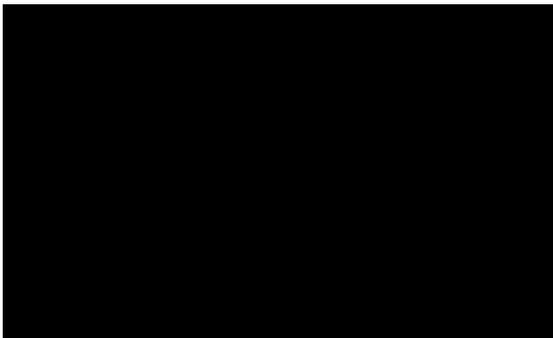
Dear Secretary DeVos,

I am writing to extend my full support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant).

Since 2011, Grimmway Schools has provided a successful and important option to families in the Central Valley. These schools serve predominantly underserved Hispanic students and a significant number of English Learners by providing alternative approaches to learning that lead to better outcomes for our children. Notably, Grimmway Academy has received the California Department of Education's prestigious California Distinguished School recognition. Furthermore, Grimmway Schools' subgroups of Hispanic/Latino students, English Learners, Students with Disabilities, and Economically Disadvantaged students are all outperforming their peers across the state on state testing in both English Language Arts and Math.

This funding will help Grimmway's plans to partner with California State University, Bakersfield to develop an innovative early college/dual enrollment high school that will provide a critically needed educational option in our community. This grant will help bolster more high-performing public-school options in Kern County and local confidence in Grimmway's ability to deliver an excellent education to educationally disadvantaged students who need it most.

I look forward to continue to work with Grimmway Schools to be able to provide successful academics to students in our community.



ct

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0032
(916) 319-2032
FAX (916) 319-2132

Assembly California Legislature



RUDY SALAS, JR.
ASSEMBLYMEMBER, THIRTY-SECOND DISTRICT

COMMITTEES
CHAIR: JOINT LEGISLATIVE AUDIT
AGRICULTURE
GOVERNMENTAL ORGANIZATION
VETERANS AFFAIRS
WATER, PARKS AND WILDLIFE
SELECT COMMITTEES
CHAIR: EARLY CHILDHOOD DEVELOPMENT
AEROSPACE
CALIFORNIA-MEXICO BI-NATIONAL AFFAIRS
CYBERSECURITY
EMERGING TECHNOLOGIES AND
INNOVATION
LOCAL PUBLIC SAFETY AND EMERGENCY
PREPAREDNESS
SCIENCE, TECHNOLOGY, ENGINEERING
AND MATH

January 9, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

I write in support of Grimmway Schools' application for the *Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools* (CMO Grant).

Grimmway Schools has demonstrated success in closing the achievement gap for Hispanic/Latino, Socioeconomically Disadvantaged and English Learners students in California's Central Valley. Grimmway's grant application will support the foundation of a new early college/dual enrollment high school and open in partnership with California State University Bakersfield (CSUB) and Bakersfield College. The proposed high school will be located on the CSUB campus and serve a critical need in our community by preparing residents to attain a postsecondary education. Additionally, these grant funds will also support the opening of a K-8 school in a rural community outside of Bakersfield.

The majority of Grimmway's students will be the first in their families to earn college credits, or even earn a high school diploma. Across Kern County, currently 39.1% of our students who graduate high school are eligible for enrollment in the University of California/California State University public college system. Grimmway's commitment to improve educational attainments for students in the Central Valley is commendable.

A CMO Grant from the U.S. Department of Education will provide necessary funds to California's Central Valley and create educational opportunities for our local families. For these reasons, I ask for your full consideration of the Grimmway Schools' CMO grant application. If you have any questions, please feel free to contact my Kern District Office at ([REDACTED])



Mayor Karen Goh
City of Bakersfield

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Dear Secretary DeVos,

As Mayor of the city of Bakersfield, I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant).

I have been a strong supporter of Grimmway Schools since 2011. The mission of Grimmway Schools is to close the achievement gap for students in Kern County by creating an environment for student excellence and well-being, and Grimmway Schools has demonstrated success in closing the achievement gap for English Learner, Hispanic/Latino, and Socioeconomically Disadvantaged students in California's Central Valley.

Across Kern County, currently only 39.1% of our students graduate high school eligible for enrollment in the University of California/California State University public college system. Grimmway's grant application will support their opening of a new early college/dual enrollment high school, which they plan to open in partnership with California State University Bakersfield ("CSUB") and Bakersfield College.

This new planned high school on the campus of CSUB will help to serve a critical need in our community in helping more of our residents be prepared for college and attain a college degree. The overwhelming majority of Grimmway's students will be the first in their families to earn college credits, or even a high school diploma. Grimmway Academy schools are a model of excellence, leading the charge for change in our educational system.

The California Department of Education recognized Grimmway Academy Arvin as a California Distinguished School. Grimmway Academy Shafter received a 10/10 "Similar Schools" ranking from the California Charter Schools Association's comparison of statewide test data in 2019, which determined that the school is in the top 10% of schools statewide serving a similar population of students (almost entirely Hispanic/Latino and Socio-Economically Disadvantaged, with more than one-third English Learners).

Additionally, Grimmway Schools has received accolades for its acclaimed Edible Schoolyard Program and "Zero Waste" efforts. In 2015, Grimmway Academy was one of just 30 schools statewide (out of more than 10,000 K-12 public schools) to receive an Exemplary Recognition Award from the California Department of Education for its Physical Activity and Nutrition Programs.

In addition to the new early college/dual enrollment high school, Grimmway Schools plans to expand K-6 Grimmway Academy Shafter to a full K-8 school, and open a third K-8 school in Kern County. This federal grant would provide critical planning and start-up funding for Grimmway Schools to realize this growth plan effectively. I support Grimmway Schools' application for the CMO Grant and hope you will award this grant to Grimmway Schools.



Mayor, City of Bakersfield

January 7, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos:

My name is Dr. Mary Barlow and I am the Superintendent of the Kern County Office of Education. I am writing to express my support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

The Kern County Office of Education (KCOE) includes 47 school districts educating more than 192,000 K-12 students in California's Central Valley. With 250 elementary, middle and high schools in the County (plus another 28 continuation, court schools and special education schools), Kern County is home to just six independent site-based charter schools. KCOE is the charter authorizer of Grimmway Schools' flagship school, Grimmway Academy, which originally opened in 2011. Our Board of Education recently renewed Grimmway Academy's charter through 2026, based on its strong record of achievement and success in closing the achievement gap, particularly for socioeconomically disadvantaged Latino students that comprise the majority of their enrollment.

We have been pleased to partner with Grimmway Academy these past eight years and to support their growth in the County as they offer a high-quality public education option to more families in Kern County. Grimmway Academy Shafter, authorized by the Richland Union School District in Kern County, already is demonstrating impressive student outcomes after just two years of operations. I am particularly excited about

Grimmway's plans to open a dual enrollment/early college high school in the County, and am committed to supporting their efforts to offer a high-quality public high school alternative for our residents. We have a tremendous need to ensure that more of our students graduate from high school eligible to enroll in California's acclaimed public four-year university system by completing "A-G" requirements in high school (in 2019, just 39.1% of high school graduates in Kern County completed A-G, and across the County, only 16% of adults over 25 hold a 4-year degree), and to ensure that more students enroll in college. In Arvin, where Grimmway Academy is located, only 2.4% of adults have earned 4-year degree and 64% have not completed high school. Grimmway Academy is making great strides in helping change the trajectory for the K-8 students it serves, and a Grimmway Academy High School with dual enrollment opportunities at California State University Bakersfield and Bakersfield College, along with quality Career Technical Education pathways undoubtedly will help ensure more students in Kern County graduate high school prepared for and ready to succeed in secondary school and meaningful careers.

I appreciate your consideration of Grimmway's grant application and am confident you will recognize the tremendous need in our County for additional high-quality charter school seats that Grimmway can offer.

Sincerely,



Mary C. Barlow, Ed.D.
Kern County Superintendent of Schools



California
Charter Schools
Association

1107 9TH Street, Suite 200. | Sacramento, CA 95814

January 6, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

My name is Myrna Castrejon and I am the President and CEO at the California Charter Schools Association, writing you in enthusiastic support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

Grimmway Schools' rigorous, personalized learning model with comprehensive tiered supports for all students has been successful in closing the achievement gap for underserved students in the rural Central Valley of California. Since 2015, with the sole exception of ELA in 2018, Grimmway Academy's students have outperformed their grade level peers in the surrounding districts and across Kern County in both ELA and Math, and the school's Hispanic/Latino students and Socioeconomically Disadvantaged students have outperformed their grade level peers *across the entire State* in both ELA and Math. Grimmway Academy has been recognized by the California Department of Education as a **California's Distinguished School**, and received a **7/10 "Similar Schools" ranking** from CCSA. Their second school, Grimmway Academy Shafter, received a **10/10 "Similar Schools" ranking** from CCSA based on 2019 state test results, far outpacing the CCSA **5/10 "Similar Schools" ranking** across Kern County.

The Kern County Office of Education (KCOE) includes 47 school districts educating more than 192,000 K-12 students in California's Central Valley. With 250 elementary, middle and high schools in the County (plus another 28 continuation, court schools and special education schools), Kern County is home to just six independent site-based charter schools. In 2019, just 39.1% of high school graduates in Kern County completed A-G, and across the County, only 16% of adults over 25 hold a 4-year degree. Grimmway Academy is making great strides in helping change the trajectory for the K-8 students it serves, and a Grimmway Academy High School with dual enrollment opportunities at California State University Bakersfield and Bakersfield College, along with quality Career Technical Education pathways undoubtedly will help ensure

more students in Kern County graduate high school prepared for and ready to succeed in secondary school and meaningful careers.

CCSA is committed to supporting quality charter school operators like Grimmway expand their reach in underserved areas so that more families have the opportunity to send their children to high-performing public schools. This federal grant would provide critical planning and start-up funding for Grimmway Schools to realize their growth plan effectively. I support Grimmway Schools for the CMO Grant and appreciate your consideration of Grimmway's grant application.

Charter schools in California have long been a beacon of opportunity and equity serving students well in a state that still struggles deeply with persistent equity gaps. Grimmway has been such a beacon in Kern County, transforming life pathways for many young people – consistently delivering superior results; these efforts should be protected, applauded and supported for replication.

Sincerely,



Myrna Castrejon
President and CEO
The California Charter Schools Association



CSU Bakersfield

Office of the President

Mail Stop: 33 BDC
9001 Stockdale Highway
Bakersfield, California 93311-1022

██████████
██████████
www.csub.edu

January 8, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

As President of California State University, Bakersfield, I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

California State University, Bakersfield serves more than 11,000 students, with over 70 percent of its alumni remaining and working within the Central Valley. As the only major university within a 120-mile radius, we are committed to working with and collaborating with our business community to increase the number of educated and inspired individuals. This shared reciprocity increases upward mobility, enhancing a robust local economy along with developing a diverse and rich scholarly community. CSUB and Grimmway share a history of collaboration with a robust career education program where our students enter internships at Grimmway leading to a "First in Line" pathway for jobs upon graduation.

Grimmway Schools' rigorous and personalized learning model with comprehensive tiered supports for all students has been successful in closing the achievement gap for underserved students in the rural Central Valley of California. Since 2015, Grimmway Academy's students have consistently outperformed their grade level peers in the surrounding districts and across Kern County in both ELA and Math. Moreover, the

School's Hispanic/Latino students and socioeconomically disadvantaged students have outperformed their grade level peers across the entire state in both E.L.A and Math. Grimmway Academy has been recognized by the California Department of Education as a California's Distinguished School, and their second school, Grimmway Academy Shafter, recently received a 10/10 "Similar Schools" ranking from the California Charter Schools Association based on 2019 state test results.

In partnership with Grimmway Schools, students will participate in dual enrollment and early college pathways programs, while completing their high school requirements. Importantly, students will earn college credits toward an associate degree, while still in high school. The program will seek to demystify the college experience and provide access to university guidance and resources. As part of our industry partnership, CSUB's pathway curricula integrates in-field internship experiences in each program roadmap. They earn college credit and gain real-life work experience. Additionally, students who meet specific GPA requirements can enter CSUB's prestigious Helen Hawk Honors Society.

In sum, the partnership with Grimmway Schools is intended to positively impact student retention and overall time to graduate. In consultation with our strong Kern County educational partners, including the Kern County Superintendent of Schools and the Superintendent of the Kern High School District, we will work together on this grant to address persistent educational barriers and to raise the college-going culture in California's Central Valley. We wholeheartedly support Grimmway School in this endeavor.

Sincerely,

A solid black rectangular box redacting the signature of Lynnette Zelezny.

Lynnette Zelezny, Ph.D., M.B.A.
President

BAKERSFIELD COLLEGE

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

January 7, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Secretary DeVos,

My name is Sonya Christian, the 10th President at Bakersfield College, writing to you in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

Established in 1913, Bakersfield College is one of the nation's oldest continually-operating community colleges and serves over 35,000 students annually. With a strong commitment of increasing early access to college credits for students, the latest initiative at Bakersfield College has been to connect existing educational opportunities into pathways that clearly connect the students' high school achievements to the next steps they should be taking to successfully and efficiently complete a college education. This initiative has been launched in various schools throughout the county by Bakersfield College and has been termed the Early College Program.

Grimmway Schools' rigorous, personalized learning model with comprehensive tiered supports for all students has been successful in closing the achievement gap for underserved students in the rural Central Valley of California. Since 2015, with the sole exception of ELA in 2018, Grimmway Academy's students have outperformed their grade level peers in the surrounding districts and across Kern County in both ELA and Math, and the school's Hispanic/Latino students and Socioeconomically Disadvantaged students have outperformed their grade level peers *across the entire State* in both ELA and Math. Grimmway Academy has been recognized by the California Department of Education as a **California's Distinguished School**, and their second school, Grimmway Academy Shafter, recently received a **10/10 "Similar Schools" ranking** from the California Charter Schools Association based on 2019 state test results.

Bakersfield College's Early College program awarded 38 Associate degrees in Agriculture Business to high school students in May 2018 and 94 high school students in May 2019. By 2023, BC is projecting 1,093 Early College awards and certificates through existing partners. Enrollment has also grown in the program from an initial 2,506 in 2015-16 to 11,234 enrolled high school students last year in 2018-19. By expanding this tried and proven successful model to more educational institutions, like Grimmway Academy, we will turn the dial on Kern County's currently low educational attainment, giving young people a lead on educated and skilled future careers.

Sincerely,



Dr. Sonya Christian



January 7th, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos:

NewSchools Venture Fund (NewSchools) submits this letter in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant).

As a national nonprofit venture philanthropy, NewSchools uses the charitable donations we receive to support education entrepreneurs who are transforming public education to create great results for all students. NewSchools is known for identifying and supporting some of the highest impact education entrepreneurs in the field over the last twenty years.

Through our current strategy, we provide funding and support for teams of educators with ambitious plans to open new innovative public schools. These schools reimagine the learning experience for students, particularly those who have been traditionally underserved. We are impressed by Grimmway's mission to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being, and are compelled by their plans to expand their impact in Kern County.

Thank you for your consideration.

Sincerely,



FE469719069941B
Frances Messano

Senior Managing Partner



January 9, 2020

The Honorable Betsy

DeVos

U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to have this opportunity to offer my support for the Grimmway Schools Replication and Expansion of High-Quality Charter Schools grant proposal to the U.S. Department of Education. Currently there are only six site-based charter schools in all of Kern County, California, two of which are Grimmway schools. More Kern County students should be afforded the opportunity to attend a high quality public charter school. Grimmway Schools' application makes this a possibility for hundreds of K-12 students and their families.

Bellwether Education Partners (Bellwether) is excited to partner with Grimmway to provide a third-party evaluation for the proposed project. Bellwether is a nonprofit organization dedicated to helping education organizations—in the public, private, and nonprofit sectors—become more effective in their work and achieve dramatic results, especially for high-need students. Our team has worked with Grimmway to develop a robust and rigorous evaluation plan and we look forward to working with the network upon award.

We feel confident that our team will provide an excellent level of service to support this project. With experience conducting both short and longer term evaluations, manipulating existing data sets, designing instruments, collecting original data, and analyzing and reporting of various kinds, the Bellwether evaluation team has served a variety of clients and federal grants and is experienced in federal reporting. Furthermore, we have deep experience in advising CMOs in their replication processes, which allows for the combination of analytical rigor with knowledge about the specific and contextual variables of Grimmway Schools' organizational and growth goals. Specifically, Bellwether has served as the external evaluator for four CSP-awarded CMOs. Upon Grimmway Schools' grant award, Bellwether will submit a Data Request through the California Department of Education for access to CALPADS data that ensures compliance with state and federal data privacy and security laws.

We have designated a strong team of professionals to support this project. Our bios are included below for your review:

- **Allison Crean Davis, Ph.D.** is a Partner with Bellwether Education Partners and leads the evaluation practice. Prior to Bellwether, Allison was the Coordinator for Evaluation at the federally funded Center on Innovation in Learning at Temple University and has provided evaluation and planning support for several summer learning initiatives, including those funded by The Wallace Foundation and The John T. Gorman Foundation. Allison developed the design and lead Bellwether's early evaluation work for Collegiate Academies, InspireNOLA, and RePublic Charter Schools federal CSP grants. In addition to providing evaluation services, Allison has done extensive work building the capacity of

organizations to evaluate their own efforts for continuous improvement, including state education agencies, districts, schools, and foundation grantees. She earned her Ph.D. in Clinical Psychology from the Illinois Institute of Technology and a B.A. in both Psychology and Spanish from Lafayette College.

- **Beth-Ann Tek, Ph.D.** is an Associate Partner with Bellwether Education Partners. Her current work focuses on issues related to evaluation and planning, research design, survey research, and quantitative data analysis. Beth serves as one of the primary analysts on Bellwether’s quasi-experimental studies. Currently, Beth leads the evaluations of RePublic Schools’ and Crescent City Schools’ CSP grants and she previously led the evaluation of InspireNOLA’s CSP grant. She is also engaged in longitudinal quasi-experimental evaluations analyzing the impact of charter school expansion on student outcomes for the state of Mississippi. Beth has over 15 years of experience evaluating various educational programs at the school, local, state and regional levels including programs funded by the federal comprehensive school reform (CSR) program, Race to the Top (RTT) program, Charter School Program expansion (CSP) and other locally and/or privately funded evaluations of education interventions to support low-income, high-need youth. Beth earned her Ph.D. in education research from the University of Rhode Island and B.S. in Business from Bryant University
- **Melissa Steel King, Ed.D.** is an Associate Partner with Bellwether Education Partners. Her current projects include managing the evaluations for a federal Comprehensive Centers Program grant (Region 6) and for Collegiate Academies’ two CSP grants, and she has previously managed Bellwether’s evaluations of the InspireNOLA and RePublic Schools CSP grants. Prior to joining Bellwether, Melissa worked at SUNY Albany’s Center for Human Services Research, where she conducted evaluations of programs such as the school district’s federal 21st Century Community Learning Centers and Magnet School Assistance Program grants, a local parenting education workshop series, and The Albany Promise, a cross-sector partnership to improve cradle-to-career outcomes for Albany students. Previously, Melissa conducted effectiveness research on pre-K through 12 curricula in the Research and Validation Department at Scholastic Inc., and worked as a trainer and evaluator for a social and ethical awareness program in Boston Public Schools. She began her career as an elementary school teacher in New York City and Boston. Melissa holds a bachelor’s degree from Williams College, a master’s in elementary education from Teachers College, Columbia University, and an Ed.D. in human development and psychology from the Harvard Graduate School of Education.

For more information about our evaluation plan and performance measures therein, please refer to the narrative and appendix within this application, which contains all required information associated with this funding announcement. Should you have any questions or concerns regarding our participation in this project, please contact my office at [REDACTED]





336 Pacific Avenue, Shafter, California, 93263

David Franz
City of Shafter
336 Pacific Avenue
Shafter, CA 93263

January 6, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

I grew up in Shafter. I went away for college and then to graduate school. My parents had gone to college and were able to help me. I had professors who encouraged me and guided me. Along the way, I realized that most of my classmates in Shafter did not have those advantages. I felt blessed by what I had been given and always hoped to come back to the Valley and give back in some way. I was able to do that when the City of Shafter hired me as the Education Partnership Director. My job is to help students realize their potential through education.

Because of my work, I watched the Grimmway Academy in Arvin closely, making several visits before advocating for a similar school in Shafter. Thankfully, Grimmway Academy Shafter was able to come to Shafter in 2017. The school has truly been transformative for our community. The people of Grimmway Academy are champions of our kids and our families. In an area that is often forgotten and ignored, Grimmway Academy believes in the potential of *all of our children* regardless of who they are or how much money and education their parents have. They provide the training for our children to be truly prepared to succeed in life and be leaders in our community.

I am also a parent of a fifth grade student at Grimmway Academy. Our daughter enjoys math. Before Grimmway opened, we would ask her teachers to challenge her in math. They said there was nothing they could do. Since our daughter has been at Grimmway, this has not been a problem. Not only does the educational model allow for teachers to vary instructional level by student, but the practical applications that arise in the garden, the teaching kitchen, and in the music program enrich the whole curriculum.

I believe that the expansion of Grimmway Schools will be an asset to all of Kern County. Grimmway Schools provides an important educational choice to families in a rural area where few choices exist.

Sincerely,



Director, Shafter Education Partnership

City Manager
(661) 746-5000
Fax (661) 746-0607

Finance
(661) 746-5001
Fax (661) 746-1002

Human Resources
(661) 746-5003
Fax (661) 746-2645

Planning/Building/Engineering
(661) 746-5002
Fax (661) 746-9125



Creek

Education Solutions

2785 Pacific Coast Highway #E239
Torrance, CA 90505
(310) 483-5101

Wendy L. Creek, Ed.D
Director of K-12 Education
2785 Pacific Coast Highway #E239
Torrance, CA 90505
January 8, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

My name is Dr. Wendy Creek, Director of K-12 Education for Creek Education Solutions, and I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant).

I believe our communities should provide quality public schools and an educational choice to their families. Over the past two and a half years I have worked closely with the STEM program at Grimmway Schools. In addition to supporting teachers in offering rigorous learning experiences for students, I have seen firsthand the amazing impact of the schools on their community through engaging families in opportunities to learn and thrive together outside of the traditional school day. The combination of the kitchen, garden, and classroom curriculum has offered students and their families experiences unlike anything I've seen in over 20 years in education.

The mission of Grimmway Schools 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. The success of the Grimmway Schools model is highlighted by just a few examples:

- Grimmway Academy Arvin was recognized as a *California Distinguished School* by the California Department of Education.
- On the 2019 CAASPP tests, 46% of Grimmway Academy's students Met or Exceeded state standards in ELA and 33% Met/Exceeded in Math, with both rates significantly outperforming the surrounding school district by 12 to 13 percentage points, and outperforming countywide rates by 3 to 4 percentage points. Grimmway Academy Shafter, in just its second year of operations, posted 48% Met/Exceeded in ELA and 36% in Math for their 3rd-5th grade students, outperforming the surrounding school district by 14 percentage points in ELA and 2 points in Math, and 3 to 6 percentage points stronger than Kern County averages for the same grade levels. Both schools are within a few points of State averages for ELA, despite serving a significantly more disadvantaged population than statewide averages.



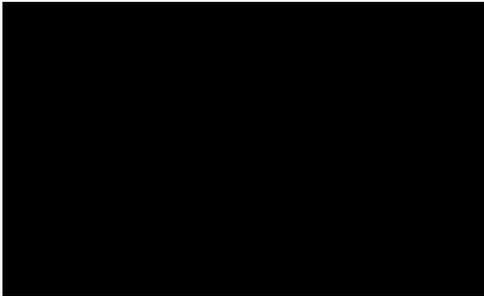
Creek

Education Solutions

2785 Pacific Coast Highway #E239
Torrance, CA 90505
(310) 483-5101

- Grimmway Academy Shafter received a **10/10 "Similar Schools" ranking** from the California Charter Schools Association's comparison of statewide test data in 2019, which determined that the school is in the top 10% of schools statewide serving a similar population of students (almost entirely Hispanic/Latino and Socio-Economically Disadvantaged, with more than one-third English Learners).
- Grimmway Schools also have received accolades for its acclaimed Edible Schoolyard Program and "Zero Waste" efforts. Notably, in 2015, Grimmway Academy was one of just 30 schools statewide (out of more than 10,000 K-12 public schools) to receive an *Exemplary Recognition Award* the California Department of Education for its Physical Activity and Nutrition Programs.

Building on the track record of success, Grimmway Schools plan to expand their impact in Kern County by serving additional communities where an educational need may exist. This federal grant would provide planning and expansion funding for Grimmway Schools to realize their growth plan effectively. I support Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools, and I thank you for your careful consideration.





336 Pacific Avenue, Shafter, California 93263

Chad Givens
Parent and Elected Official in Shafter Ca.
1101 Weyand Way, Shafter, CA. 93263
cgivens@shafter.com; cvgivens@gmail.com

January 8, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

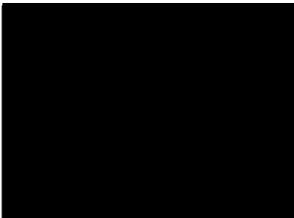
Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

I am a both a proud parent of 2 students at Shafter Grimmway Academy as well as an elected official here in the city serving on the City Council. Both of my girls attend Grimmway Shafter for the same reason I believe in their program as an elected official; the goals and vision this school has set forth goes well beyond that of any school within this region. My daughters are both in Kindergarten as first year students, and what we have seen in their growth is greater than what my eldest daughter had when she went through kindergarten through a state school. Education is crucial to a child's ability to become a successful citizen and partaker in our economy. At a very young age Grimmway is giving these children life lessons that will be easily replicated in their adult years and we are seeing the results early in their education path through increased performance and high grading standards. As an elected official the need for additional educational services in our city is critical, as we are considered a rural city where both parents must work to make a living and English is considered a second language, and our current public school systems are overcrowded and do not have the ability to branch out to meet the needs of these students one on one. The location of this school is pivotal in the success of the residents which is a highly dense residency with a low income home that does not allow for affordability in educational experiences that Grimmway is offering. I believe that the expansion of Grimmway Schools will be an asset to our community. Grimmway Schools provides an important educational choice to families in a rural area where few choices exist.

I strongly support the growth of Grimmway Schools to more locations in Kern County, which has a strong need for more high-quality educational opportunities for our children.



City Manager
(661) 746-5000
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NEWTEACHERCENTER.ORG

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

My name is Geoffrey Baker, Director of Programs, New Teacher Center, and I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant).

I believe our communities must provide quality public schools and an educational choice to their families. New Teacher Center (NTC) helps public school partners sustain high-quality teacher induction and professional growth programs over the long term by building capacity to assess and lead the work themselves. NTC public school partners learn to develop and deliver key elements of their professional growth system programs – first alongside NTC, then independently. As a result, there is continuous improvement, and individuals across the system become aligned in their approach and the goals of the partnership.

NTC has over 20 years of research and practice supporting the needs of new teachers, district leaders, and instructional supports. We are the only induction and mentoring/coaching program to have shown statistically significant impact on student achievement. As an engaged partner with Grimmway Schools committed to developing and sustaining high-quality instructional practice that accelerates student learning, NTC supports Grimmway Schools' mission and intent to expand their impact in Kern County.

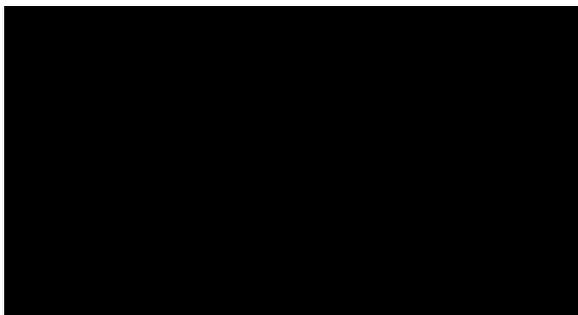
The mission of Grimmway Schools is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. The success of the Grimmway Schools model is highlighted by just a few examples:

- Grimmway Academy Arvin was recognized as a **California Distinguished School** by the California Department of Education.
- On the 2019 CAASPP tests, 46% of Grimmway Academy's students Met or Exceeded state standards in ELA and 33% Met/Exceeded in Math, with both rates significantly outperforming the surrounding school district by 12 to 13 percentage points, and outperforming countywide rates by 3 to 4 percentage points. Grimmway Academy Shafter, in just its second year of operations, posted 48% Met/Exceeded in ELA and 36% in Math for their 3rd-5th grade students, outperforming the surrounding school district by 14 percentage points in ELA and 2 points in Math, and 3 to 6 percentage points stronger than Kern County averages for the same grade levels. Both schools are within a few points of State averages for ELA, despite serving a significantly more disadvantaged population than statewide averages.
- Grimmway Academy Shafter received a **10/10 "Similar Schools" ranking** from the California Charter Schools Association's comparison of statewide test data in 2019, which determined that

the school is in the top 10% of schools statewide serving a similar population of students (almost entirely Hispanic/Latino and Socio-Economically Disadvantaged, with more than one-third English Learners).

- Grimmway Schools also have received accolades for its acclaimed Edible Schoolyard Program and “Zero Waste” efforts. Notably, in 2015, Grimmway Academy was one of just 30 schools statewide (out of more than 10,000 K-12 public schools) to receive an *Exemplary Recognition Award* the California Department of Education for its Physical Activity and Nutrition Programs.

Building on the track record of success, Grimmway Schools plan to expand their impact in Kern County by serving additional communities where an educational need may exist. This federal grant would provide planning and expansion funding for Grimmway Schools to realize their growth plan effectively. I support Grimmway Schools’ application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools, and I thank you for your careful consideration.





SHEPOWER LEADERSHIP ACADEMY

P.O. BOX 13153 * BAKERSFIELD, CA 93389
661-532-8417 / SHEPOWERACADEMY.COM

January 7, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

My name is Arleana Waller and I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (CMO Grant).

As a business leader in Bakersfield, CA, I believe our communities should provide quality public schools and an educational choice to their families. November 5, 2019, I took a personal tour of Grimmway and witnessed firsthand what excellence looks and feels like.

The mission of Grimmway Schools is to close the achievement gap for students in Kern County by creating an environment for student excellence and well-being. On the 2019 CAASPP tests, 46% of Grimmway Academy's students Met or Exceeded state standards in ELA and 33% Met/Exceeded in Math, with both rates significantly outperforming the surrounding school district by 12 to 13 percentage points, and outperforming countywide rates by 3 to 4 percentage points. Grimmway Academy Shafter, in just its second year of operations, posted 48% Met/Exceeded in ELA and 36% in Math for their 3rd-5th grade students, outperforming the surrounding school district by 14 percentage points in ELA and 2 points in Math, and 3 to 6 percentage points stronger than Kern County averages for the same grade levels. Both schools are within a few points of State averages for ELA, despite serving a significantly more disadvantaged population than statewide averages. *In other*



words, **Grimmway is closing the achievement gap for underserved students in Central Valley.**

Grimmway Schools also have received accolades for its acclaimed Edible Schoolyard Program and "Zero Waste" efforts. Notably, in 2015, Grimmway Academy was one of just 30 schools statewide (out of more than 10,000 K-12 public schools) to receive an *Exemplary Recognition Award* the California Department of Education for its Physical Activity and Nutrition Programs.

As a parent to former public-school students, I have seen first-hand how traditional public schools are not adapting fast enough. Charter schools allow for innovation and adaptable learning, smaller classrooms and a more customized learning experience. I'm sure many parents, like me, would love the opportunity to send their child to a school that is on the cutting edge of education, with opportunities for internships and career pathways. What I witnessed at Grimmway Academy was pure excellence. I was able to see the excitement of the educators and the engagement of the students. Students were in one classroom, learning on individual levels while still feeling included. The expectation for student performance was high, and it was obvious that students were excitedly rising to the occasion. The unique way that Grimmway incorporates learning and life is a sure foundation to prepare students for adulthood.

Building on the track record of success, Grimmway Schools plan to expand our impact in Kern County by serving additional communities where an educational need may exist. This federal grant would provide planning and expansion funding for Grimmway Schools to realize their growth plan effectively. I completely and absolutely support Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools, and I thank you for your careful consideration.



Maria R. Moreno
School Counselor
9300 McClintock Rd.
Bakersfield, CA 93313
moreno3792@att.net
January 7, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

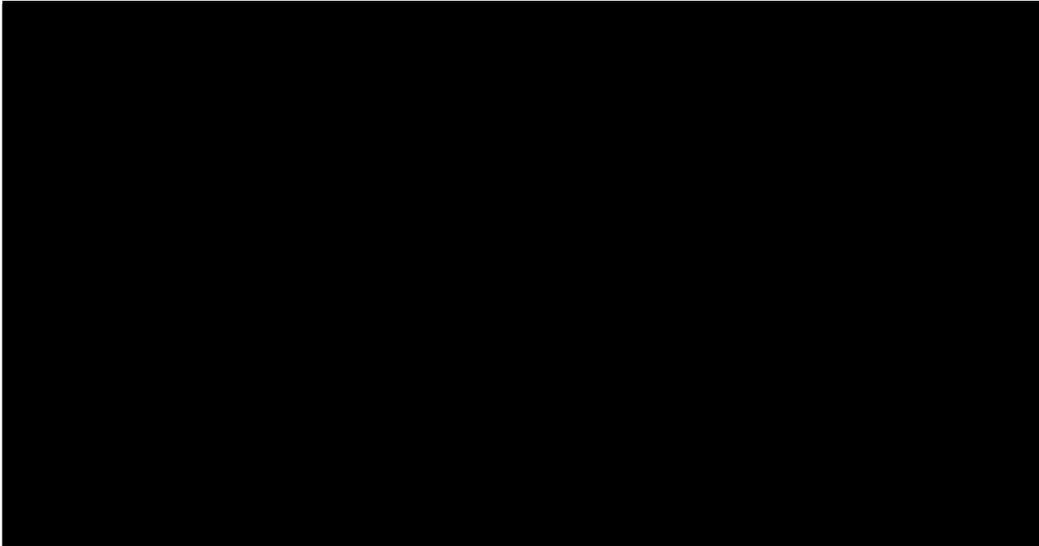
I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

I am a parent at Grimmway Academy Arvin, my son Diego is 11 years old and in the 5th grade and my son Hugo is 6 years old and in 1st grade. I believe that the expansion of Grimmway Schools will be an asset to our community. Grimmway Schools provides an important educational choice to families in a rural area where few choices exist.

In August 2014, when my son Diego came into Grimmway Academy as a Kindergarten student he had a hard time acclimating to the school setting. He had several major discipline issues mainly due to not keeping his hands to himself, which on one occasion resulted in him spending a day and a half with the vice-principal working on his decision making skills. In first grade, Diego really flourished academically and his behavior started to get better. I believe his academics improved due to the wonderful first grade teaching team he had the fortune of having that school year and in correlation improving his behavior. This was the year Grimmway Academy focused on literacy and incorporated the SFA program. Currently, as a fifth grade student, Diego is excelling immensely and is becoming a well rounded young man thanks in part to all of the services Grimmway Academy has to offer. He is reading at a 12th grade reading level and is placing at an 8th grade math level on NWEA assessments. On CAASPP, state exams, he received exceeding standards marks on both English Language Arts and Math. Recently, in December he was the 2nd place winner at the school's science fair and will be going to the county level to represent Grimmway Academy this spring. Diego is also a member of the school's Mariachi Estrellas del Valle and is mastering playing the guitar as well as has sung a couple of solo parts in performances.

My son Hugo is only in first grade but I have great faith that he will follow in his brother's footsteps and also thrive educationally and socially. He is at grade level in both STEM and Humanities not letting his speech impediment get in the way. Hugo loves attending Grimmway Academy Arvin and constantly talks about their Edible Schoolyard Program. He really enjoys going to the garden to help with plant growth and learning to cook healthy meals in the Edible Schoolyard kitchen.

I strongly support the growth of Grimmway Schools to more locations in Kern County, which has a strong need for more high-quality educational opportunities for our children.



Matt Look
President, Star Parents of Grimmway Academy
308 Calle Orlando, Arvin, CA 93203
mattl00k@yahoo.com
January 5th, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

I am a parent at Grimmway Academy Arvin, I currently have 5 children enrolled. A 13-year-old 8th grade daughter, 12-year-old 7th grade daughter, 10-year-old 5th grade son, 8-year-old 2nd grade son, 7-year-old 1st grade son and a 15-year-old 9th grade son at Arvin High School who was promoted from GAA in 2019. I believe that the expansion of Grimmway Schools will be an asset to our community. Grimmway Schools provides an important educational choice to families where few choices exist.

In 2012, we lived in Bakersfield, CA and our three oldest children were enrolled at Endeavour Elementary School in the Fruitvale School District as 2nd, 1st and Kindergarteners. Our oldest son was above grade level in all areas since kindergarten, as well as our 1st grade daughter. At the beginning of the school year, we had approached the school about advancing our children a grade because they were excelling faster than the other students in their grades. They denied us the opportunity and then a friend told us about a new school called Grimmway Academy. We met with the principal and had a tour and instantly fell in love with the school. We applied and our kids were all enrolled by winter break of that same school year. We commuted from Bakersfield to Arvin until we were able to find a home to move into in Arvin. Our children quickly excelled even further and the school was able to keep up with each one of them because of the unique individualized methods. Each one of our six children have absolutely loved their time at GAA in every way. The garden and kitchen classes, class rotations, teachers, administration and the events held throughout the year.

I strongly support the growth of Grimmway Schools to more locations in Kern County, which has a strong need for more high-quality educational opportunities for our children.



Matt Look

Zulema C. Ela
3450 Blue Loop Ln, Arvin, CA 93203
zcela@icloud.com
January 7, 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

I am a parent at Grimmway Academy Arvin and my children have attended this school since its inception. My daughter who is currently a sophomore started here as a 2nd grader. My triplet daughters are now 8th graders and have only ever experienced attending Grimmway Academy for their elementary education. I believe that the expansion of Grimmway Schools will be an asset to our community. Grimmway Schools has not only provided my family with an important educational choice but for other families in our rural area where few choices exist.

There is an illusion that students living in rural areas cannot achieve at a level that prepares them for college. I strongly believe that all students can thrive and be academically successful in a positive, nurturing educational environment with dedicated teachers and staff, enriching educational materials, and an Edible Schoolyard like we have here. My daughters have also been exposed to extracurricular activities, such as art, music, intramural sports, etc. My daughter is doing very well academically in high school and I attribute it in part to the excellent education she has received at Grimmway Academy. I anticipate my younger daughters will also continue being academically successful due to the strong educational foundation they have received in our charter school.

I strongly support the growth of Grimmway Schools to more locations in Kern County, which has a strong need for more high-quality educational opportunities for our children.

Sincerely,



Zulema Ela

Amalia Sanchez
Teacher at Arvin High School
1608 Galina Court, Bakersfield, CA 93307
amaliasanchez900@gmail.com
1-8-20

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos,

I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

I am a parent at Grimmway Academy Arvin. My son, Juan Angel Sanchez, is 16 years old and he is a junior at Arvin High School. My son Josue Abraham Sanchez is 14 years old and he is a freshman at Arvin High School. I believe that the expansion of Grimmway Schools will be an asset to our community. Grimmway Schools provides an important educational choice to families in a rural area where few choices exist.

As a parent, I can only say positive things that I saw my children experienced when they attended Grimmway Academy Arvin. Both of my children started attending since the first day the school opened its doors to the Arvin community. The programs that GAA offers are well developed and beneficial for the students' future education. The Grimmway Academy Alumni Association has also been of great help to continue supporting all the students in our community.

I strongly support the growth of Grimmway Schools to more locations in Kern County, which has a strong need for more high-quality educational opportunities for our children.

Sincerely,


Amalia Sanchez

Rendy Garza
Parent
454 Plumtree Dr. Arvin, Ca 93203
rendiux25@aol.com
01/08/2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

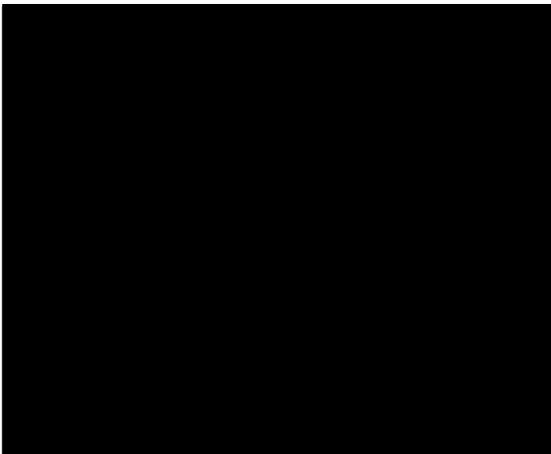
Dear Secretary DeVos,

I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

I am a parent at Grimmway Academy Arvin. I currently have one child attending Grimmway, he's actually in 6th grade, and also, I have a former student who was promoted last year to High School from Grimmway Academy as well. I believe that the expansion of Grimmway Schools will be an asset to our community. Grimmway Schools provides an important educational choice to families in a rural area where few choices exist.

I am very happy and proud to know that my children have the opportunity to attend and be students in this school. I can always communicate with teachers and staff and I can see the interest they put on my child when he's having trouble with any subject. They also provided a variety of resources available for student and parents as well.

I strongly support the growth of Grimmway Schools to more locations in Kern County, which has a strong need for more high-quality educational opportunities for our children.



Patricia Martinez
Grimmway Academy Alumnus
404 Holt St, Arvin, 93203
patriciamartinez488@yahoo.com
7 January 2020

The Honorable Betsy DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW, Room 4W224
Washington, DC 20202-5970

Re: CFDA number 84.282M, Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)

Dear Secretary DeVos:

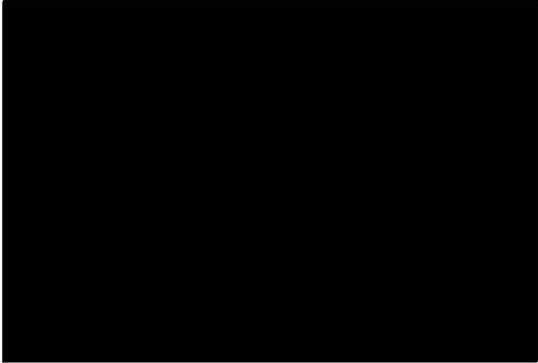
I am writing in support of Grimmway Schools' application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools.

I am an alumnus of Grimmway Academy Arvin. I attended Grimmway Academy Arvin from 2011 until my promotion in 2017. I was part of the first class to be promoted from Grimmway Academy. Since then, I have maintained a connection with Grimmway Academy Arvin. I believe that the expansion of Grimmway Schools will be an asset to our community. Grimmway Schools provides an important educational choice to families in an area where few choices exist.

I first started at Grimmway Academy Arvin when I was in third grade. We always experienced new styles of teaching and creative ways of expanding not only our education but our life skills as well. I am now a junior at Arvin High School but I still utilize the skills I learned at Grimmway Academy in my daily life as a student. At Grimmway Academy, I learned most subjects in the complex way first then the "easy" way; the point was to succeed in a more difficult situations to prove that anyone can reach a goal, even with obstacles. I blossomed in my advanced courses at Arvin High because I was already used to the rigorous conditioning of core subjects such as mathematics and English. Furthermore, Grimmway Academy's faculty taught its students to develop habitual skills for studying in order to create a better end result in exams, quizzes, and tests. Furthermore, the connections I made with healthy food choices from the very beginning of my career as a Grimmway Academy student permitted a different, more knowledge perspective on what my diet consists of. Before I obtained this knowledge, I ate all the possible junk food and any carbonated drink I could get my hands on. With the experience of the cafe and their amazingly delicious and healthy food, I realized there were ways to enjoy food and maintain a healthy diet. With the hands-on interactions in the garden, I understood the intense processes that come with the food that my generation took for granted.

Moreover, I gained an immense appreciation for my food, as it is a luxury after-all; I also acquired an appreciation for the people who put their blood, sweat, and tears into their work. Grimmway Academy shaped me into the student and person I am now. It's an experience I would never trade for anything, an experience I would live again and again.

I strongly support the growth of Grimmway Schools to more locations in Kern County, which has a great need for more high-quality educational opportunities for our children. Our children would only benefit and grow into the bright future of tomorrow.





APPENDIX D – PROOF OF NON-PROFIT STATUS

- IRS DETERMINATION LETTER
- ARTICLES OF INCORPORATION

DEPARTMENT OF THE TREASURY

50

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

GRIMMWAY ACADEMY

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

GRIMMWAY ACADEMY

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati, OH 45201

GRIMMWAY SCHOOLS
5080 CALIFORNIA AVE STE 100
BAKERSFIELD CA 93309-0794

I
J
2
I

Employer ID number: [REDACTED]
Form 990 required: YES

Dear Taxpayer:

We're responding to your request dated July 01, 2019, about your tax-exempt status.

We issued you a determination letter in December, 2011, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c) (03).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(ii).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

028444



GRIMMWAY SCHOOLS
5080 CALIFORNIA AVE STE 100
BAKERSFIELD CA 93309-0794

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,

Teri M. Johnson
Operations Manager, AM Ops. 3

NCTO

A0785607

3314322
CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

FILED cc
Secretary of State
State of California

JUN 15 2016 just

The undersigned certify that:

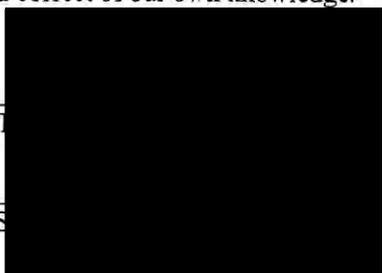
1. They are the President and Secretary, respectively, of Grimmway Academy, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this Corporation is amended to read as follows:

The name of the Corporation is Grimmway Schools.
3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the member.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 6/6/16

Date: 6/6/16





ARTICLES OF INCORPORATION
OF
GRIMMWAY ACADEMY
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Grimmway Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Barbara Grimm-Marshall
7158 Buena Vista Road
Bakersfield, CA 93311

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

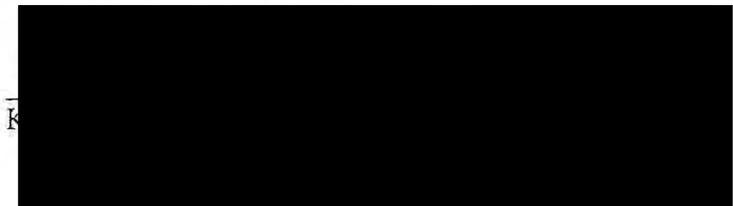
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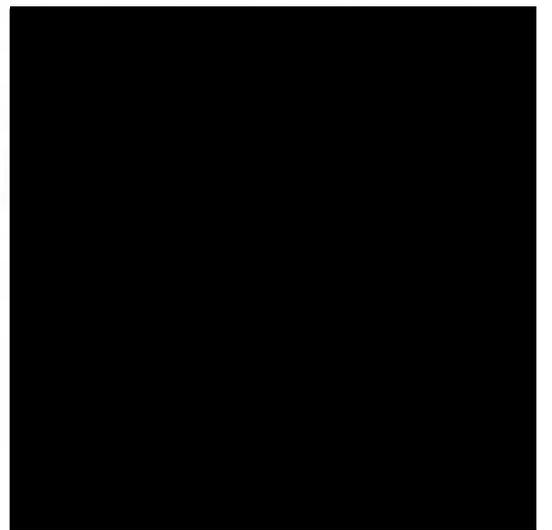
The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 8/11/10







APPENDIX E – SCHOOLS OPERATED BY GRIMMWAY SCHOOLS, 2018-19

- GRIMMWAY ACADEMY ARVIN
- GRIMMWAY ACADEMY SHAFTER

Grimmway Academy

County	Kern
District	Kern County Office of Education
School	Grimmway Academy
CDS Code	15 10157 0124040
School Address	901 Nectarine Ct. Arvin, CA 93203-2424 Google Map 
Mailing Address	5080 California Ave. Ste. 100 Bakersfield, CA 93309
Phone Number	[REDACTED]
Fax Number	[REDACTED]
Email	[REDACTED]
Web Address	[REDACTED] 
Administrator	Mr. Hurshel Williams Principal (661) 855-8230 [REDACTED]
Chief Business Official	Casey Yeazel Executive Director (661) 489-4621 [REDACTED]
Status	Active
Open Date	August 1, 2011
School Type	Elementary Schools (Public)
Educational Program Type	Traditional
Low Grade	K
High Grade	8
Public School	Yes
Charter	Yes
Charter Number	1292
Charter Funding Type	Directly funded

Magnet	No
Year Round	No
Virtual Instruction	Not Virtual
Multilingual Instruction	No
NCES/Federal School ID	12948
CDS Coordinator (Contact for Data Updates)	[REDACTED]

DISCLAIMER: The California School Directory and related public school and district data files (collectively referred to as the "Directory"), contain information about California schools, districts, and school/district administrators that is voluntarily self-reported by local education agencies (LEAs) to the California Department of Education (CDE) as a public convenience. Because the information is voluntarily self-reported, the Directory does not contain information for every LEA and the information that is in the Directory may be outdated or have errors, omissions, typos and other inaccuracies. Therefore, information, or the absence of information, in the Directory should not be relied upon for any purpose and should be used only to contact the LEA. The CDE makes no representation or warranty, express or implied, with respect to Directory information.

For information regarding LEA accreditation, please visit the US Department of Education's [Accreditation and Quality Assurance](#)  web page.

Questions: CDS Administration | [REDACTED]

Grimmway Academy Shafter

County	Kern
District	Richland Union Elementary
School	Grimmway Academy Shafter
CDS Code	15 63578 0135186
School Address	471 West Los Angeles St. Shafter, CA 93263 Google Map 
Mailing Address	5080 California Ave. Ste. 100 Bakersfield, CA 93309
Phone Number	[REDACTED]
Fax Number	[REDACTED]
Email	[REDACTED]
Web Address	[REDACTED] 
Administrator	Joanna Kendrick Principal (661) 630-7220 [REDACTED]
Chief Business Official	Casey Yeazel Chief Executive Officer [REDACTED]
Status	Active
Open Date	August 7, 2017
School Type	Elementary Schools (Public)
Educational Program Type	Traditional
Low Grade	K
High Grade	8
Public School	Yes
Charter	Yes
Charter Number	1847
Charter Funding Type	Directly funded
Magnet	No

Year Round	No
Virtual Instruction	Not Virtual
Multilingual Instruction	No
NCES/Federal School ID	14186
CDS Coordinator (Contact for Data Updates)	Rosa Romero [REDACTED] Update Data Request

DISCLAIMER: The California School Directory and related public school and district data files (collectively referred to as the "Directory"), contain information about California schools, districts, and school/district administrators that is voluntarily self-reported by local education agencies (LEAs) to the California Department of Education (CDE) as a public convenience. Because the information is voluntarily self-reported, the Directory does not contain information for every LEA and the information that is in the Directory may be outdated or have errors, omissions, typos and other inaccuracies. Therefore, information, or the absence of information, in the Directory should not be relied upon for any purpose and should be used only to contact the LEA. The CDE makes no representation or warranty, express or implied, with respect to Directory information.

For information regarding LEA accreditation, please visit the US Department of Education's [Accreditation and Quality Assurance](#)  web page.

Questions: CDS Administration | [REDACTED]

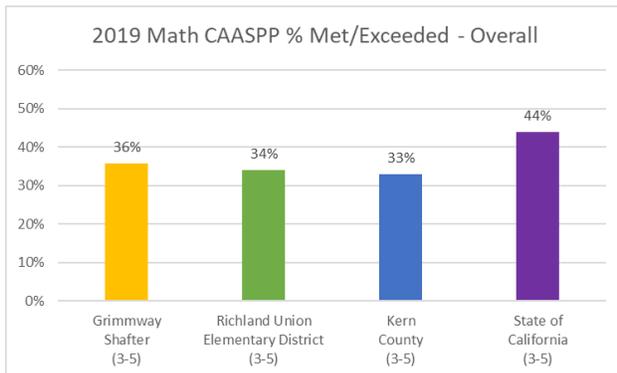
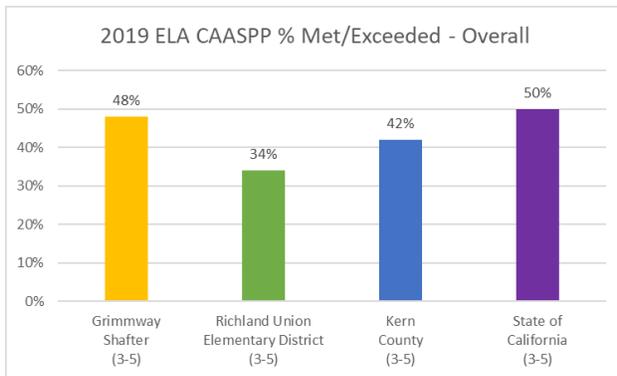
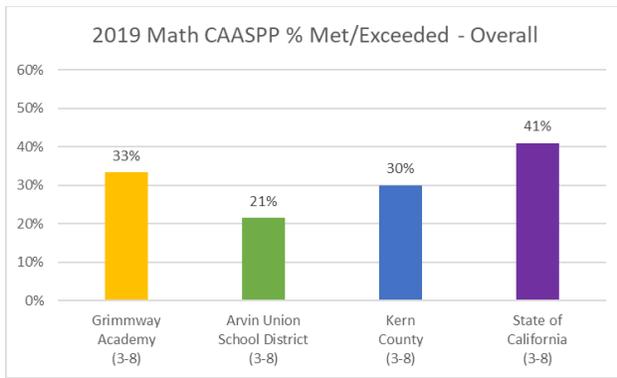
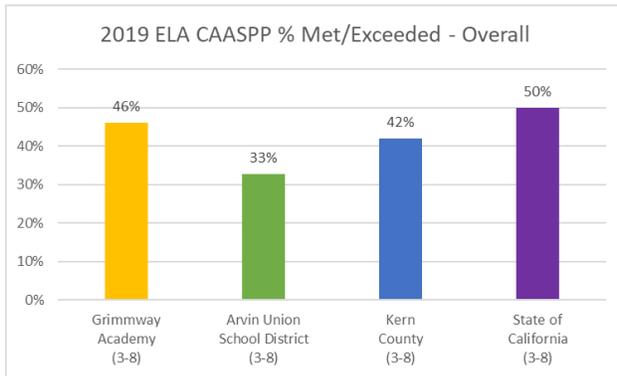


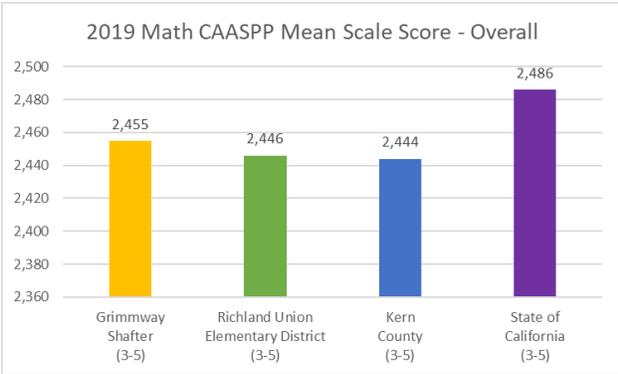
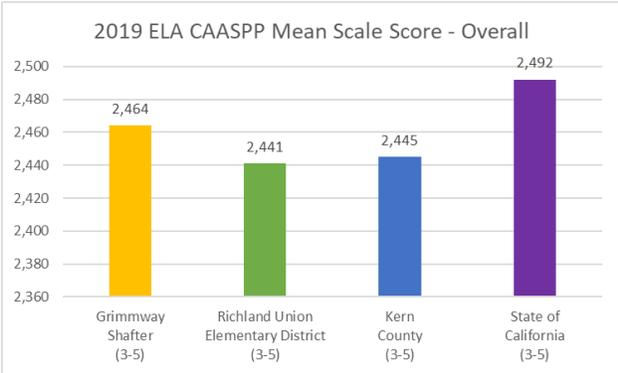
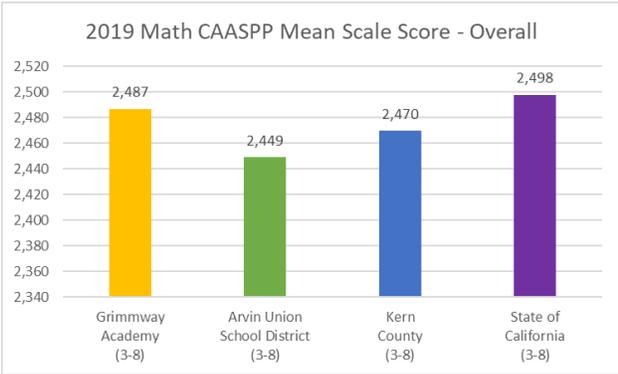
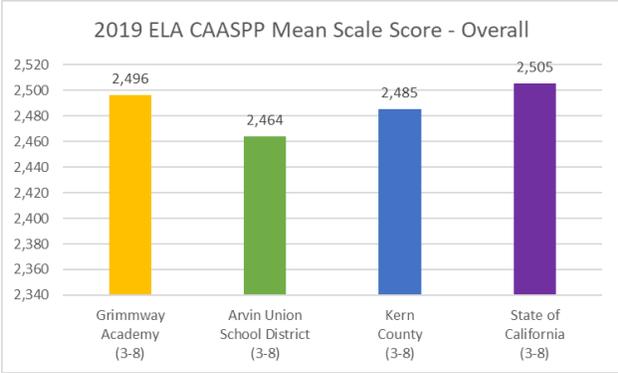
APPENDIX F – STUDENT ACADEMIC ACHIEVEMENT

GAA and GAS 2018-19 Demographics

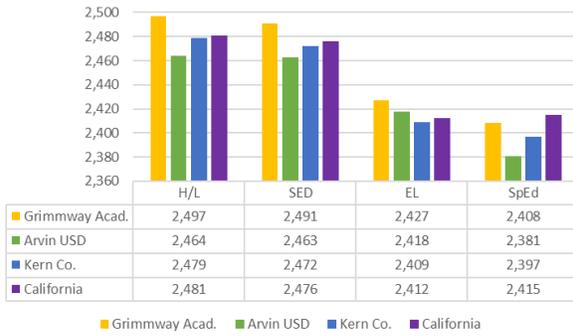
	Grimmway Academy (K-8)	Grimmway Shafter (K-5)	Grimmway Academy & Shafter Avg.	Kern Co. (K-12)	CA (K-12)
Enrollment					
Total Enrollment 2018-19	814	539	677	192,446	6,186,278
SED	85%	84%	85%	75%	61%
EL	38%	29%	35%	19%	19%
RFEP	23%	10%	18%	18%	18%
SpEd	9%	7%	8%	10%	12%
Foster/Homeless	1%	1%	1%	2%	3%
Hispanic/Latino	95%	89%	92%	65%	55%
African American	1%	0%	1%	5%	5%
Asian	1%	1%	1%	2%	9%
White	4%	10%	6%	22%	23%
Parent Education Levels (Completed)					
No HS Diploma	23%	9%	18%		
HS No College	30%	33%	31%		
Some College	25%	27%	26%		
Bachelor's	14%	13%	14%		
Grad School/Post Grad	6%	8%	7%		

CAASPP Data

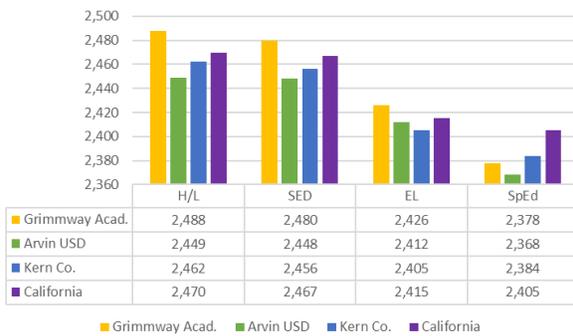




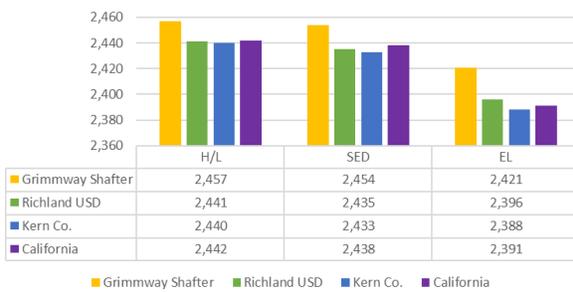
2019 ELA CAASPP Mean Scale Score (Grades 3-8)



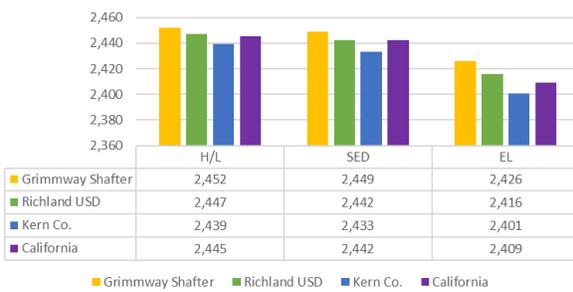
2019 Math CAASPP Mean Scale Score (Grades 3-8)

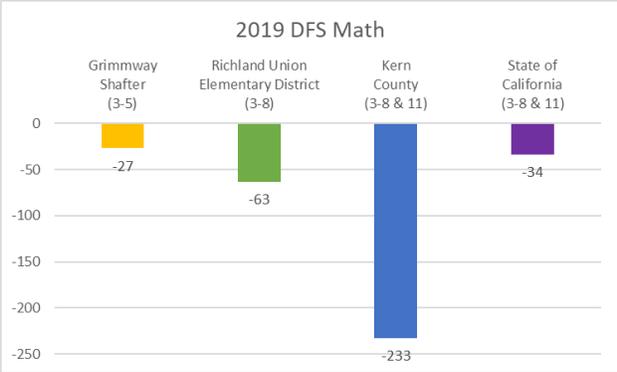
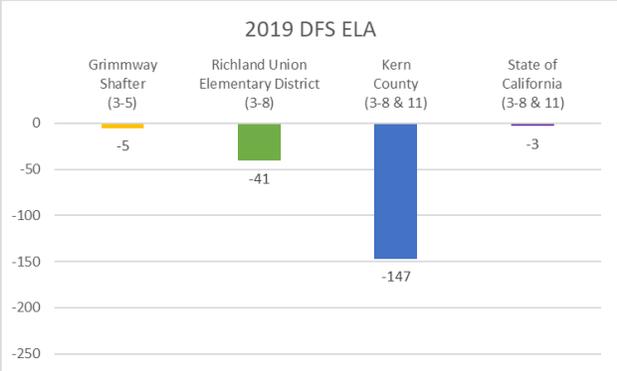
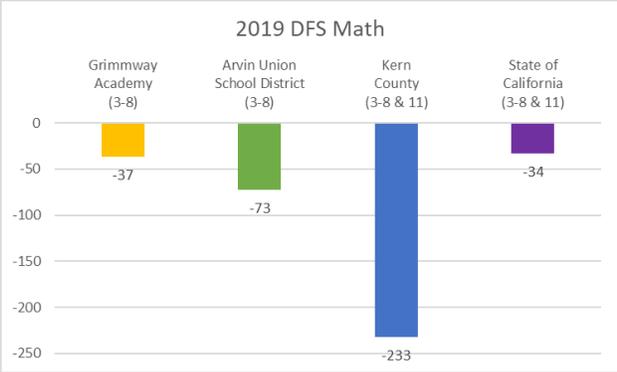
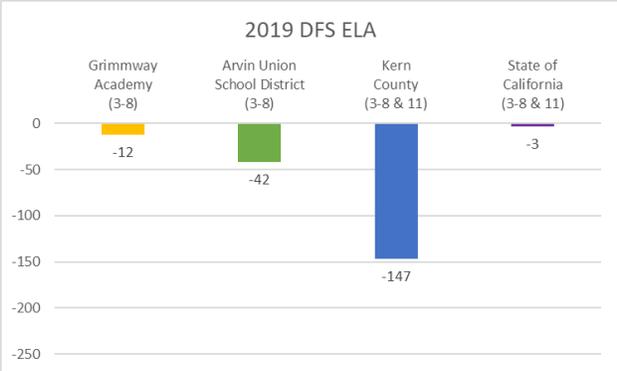


2019 ELA CAASPP Mean Scale Score (Grades 3-5)



2019 Math CAASPP Mean Scale Score (Grades 3-5)

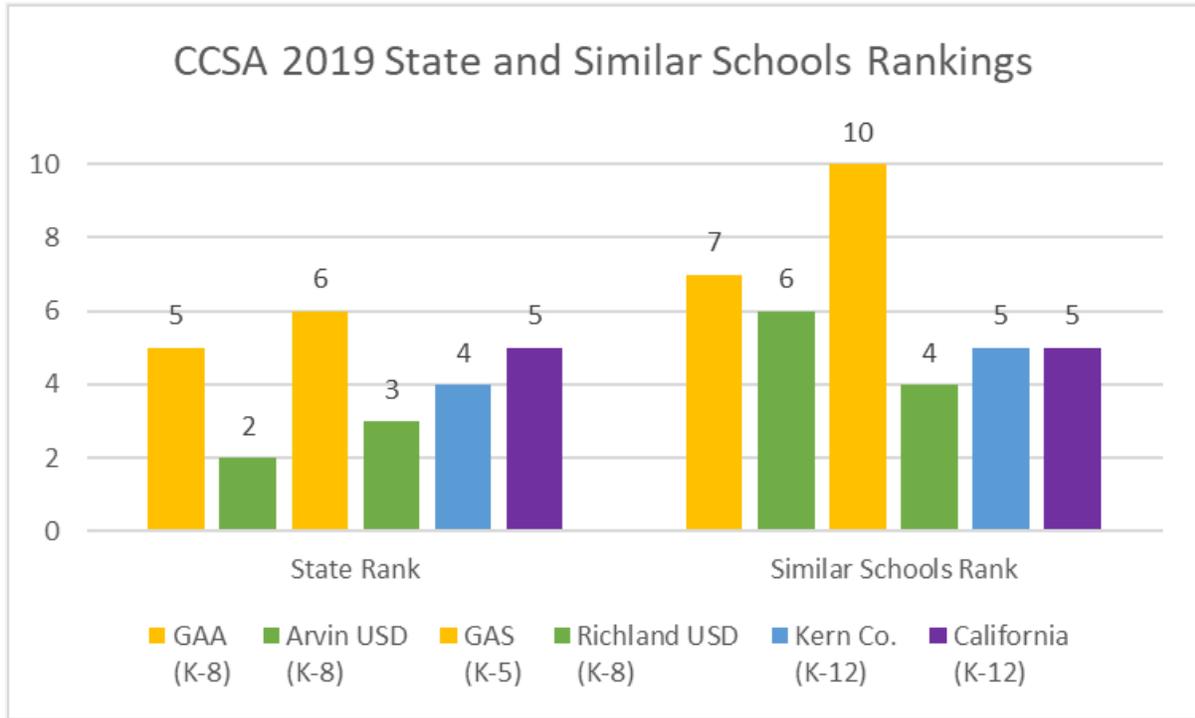




	Grimmway Academy (3-8)	Arvin USD (3-8)	Kern County (3-8)	State of California (3-8)
2019 ELA CAASPP % Met/Exceeded				
2019 ELA CAASPP % Met/Exceeded - Overall	46%	33%	42%	50%
2019 ELA CAASPP % Met/Exceeded - H/L	46%	32%	39%	39%
2019 ELA CAASPP % Met/Exceeded - White	56%	38%	51%	65%
2019 ELA CAASPP % Met/Exceeded - SED	43%	32%	36%	38%
2019 ELA CAASPP % Met/Exceeded - EL	9%	12%	11%	13%
2019 ELA CAASPP % Met/Exceeded - SpEd	21%	6%	11%	16%
2019 Math CAASPP % Met/Exceeded				
2019 Math CAASPP % Met/Exceeded - Overall	33%	21%	30%	41%
2019 Math CAASPP % Met/Exceeded - H/L	33%	21%	26%	29%
2019 Math CAASPP % Met/Exceeded - White	44%	27%	39%	56%
2019 Math CAASPP % Met/Exceeded - SED	31%	21%	25%	28%
2019 Math CAASPP % Met/Exceeded - EL	7%	11%	9%	13%
2019 Math CAASPP % Met/Exceeded - SpEd	12%	5%	8%	14%
2019 ELA CAASPP Mean Scale Score				
2019 ELA CAASPP Mean Scale Score - Overall	2,496	2,464	2,485	2,505
2019 ELA CAASPP Mean Scale Score - H/L	2,497	2,464	2,479	2,481
2019 ELA CAASPP Mean Scale Score - SED	2,491	2,463	2,472	2,476
2019 ELA CAASPP Mean Scale Score - EL	2,427	2,418	2,409	2,412
2019 ELA CAASPP Mean Scale Score - SpEd	2,408	2,381	2,397	2,415
2019 Math CAASPP Mean Scale Score				
2019 Math CAASPP Mean Scale Score - Overall	2,487	2,449	2,470	2,498
2019 Math CAASPP Mean Scale Score - H/L	2,488	2,449	2,462	2,470
2019 Math CAASPP Mean Scale Score - SED	2,480	2,448	2,456	2,467
2019 Math CAASPP Mean Scale Score - EL	2,426	2,412	2,405	2,415
2019 Math CAASPP Mean Scale Score - SpEd	2,378	2,368	2,384	2,405
DFS				
2019 DFS ELA	-12	-42	-147	-3
2019 DFS Math	-37	-73	-233	-34

	Grimmway Shafter (3-5)	Richland USD (3-5)	Kern County (3-5)	State of California (3-5)
2019 ELA CAASPP % Met/Exceeded				
2019 ELA CAASPP % Met/Exceeded - Overall	48%	34%	42%	50%
2019 ELA CAASPP % Met/Exceeded - H/L	45%	38%	39%	39%
2019 ELA CAASPP % Met/Exceeded - White	82%	40%	51%	65%
2019 ELA CAASPP % Met/Exceeded - SED	44%	35%	36%	38%
2019 ELA CAASPP % Met/Exceeded - EL	30%	16%	14%	16%
2019 ELA CAASPP % Met/Exceeded - SpEd	33%	6%	13%	19%
2019 Math CAASPP % Met/Exceeded				
2019 Math CAASPP % Met/Exceeded - Overall	36%	34%	33%	44%
2019 Math CAASPP % Met/Exceeded - H/L	35%	34%	30%	33%
2019 Math CAASPP % Met/Exceeded - White	50%	23%	42%	59%
2019 Math CAASPP % Met/Exceeded - SED	33%	32%	28%	32%
2019 Math CAASPP % Met/Exceeded - EL	20%	20%	13%	18%
2019 Math CAASPP % Met/Exceeded - SpEd	20%	7%	11%	18%
2019 ELA CAASPP Mean Scale Score				
2019 ELA CAASPP Mean Scale Score - Overall	2,464	2,441	2,445	2,492
2019 ELA CAASPP Mean Scale Score - H/L	2,457	2,441	2,440	2,442
2019 ELA CAASPP Mean Scale Score - SED	2,454	2,435	2,433	2,438
2019 ELA CAASPP Mean Scale Score - EL	2,421	2,396	2,388	2,391
2019 Math CAASPP Mean Scale Score				
2019 Math CAASPP Mean Scale Score - Overall	2,455	2,446	2,444	2,486
2019 Math CAASPP Mean Scale Score - H/L	2,452	2,447	2,439	2,445
2019 Math CAASPP Mean Scale Score - SED	2,449	2,442	2,433	2,442
2019 Math CAASPP Mean Scale Score - EL	2,426	2,416	2,401	2,409
DFS				
2019 DFS ELA	-5	-41	-147	-3
2019 DFS Math	-27	-63	-233	-34

CCSA 2019 State and Similar Schools Rankings

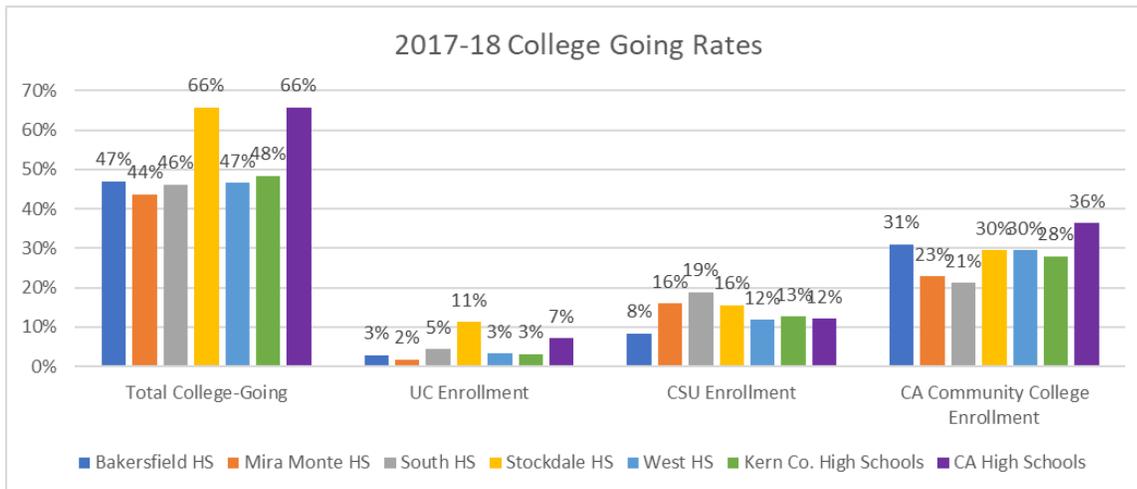
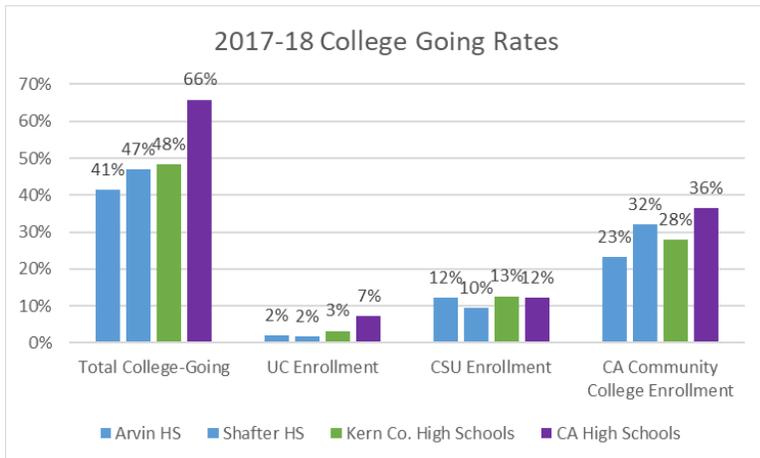
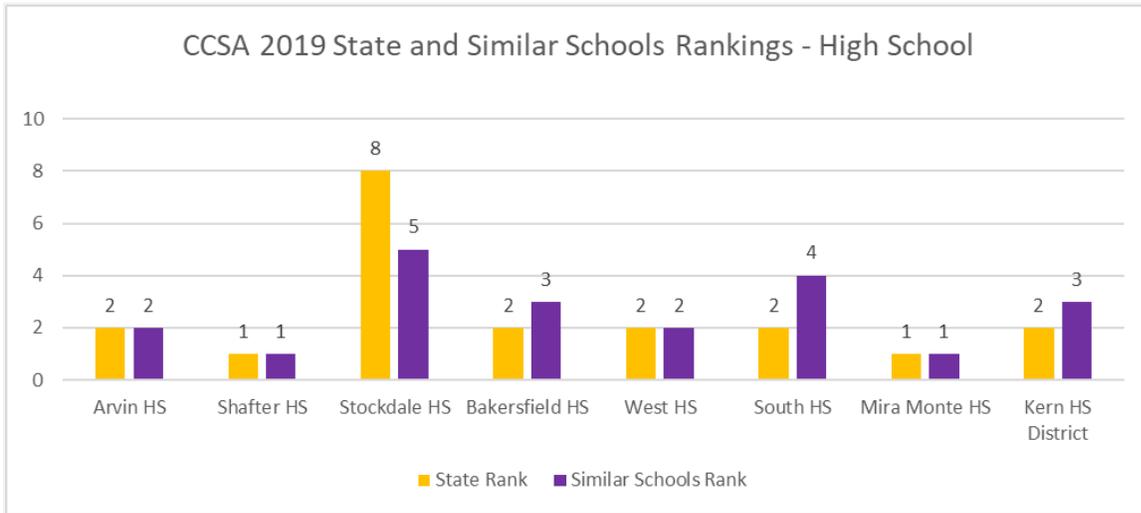


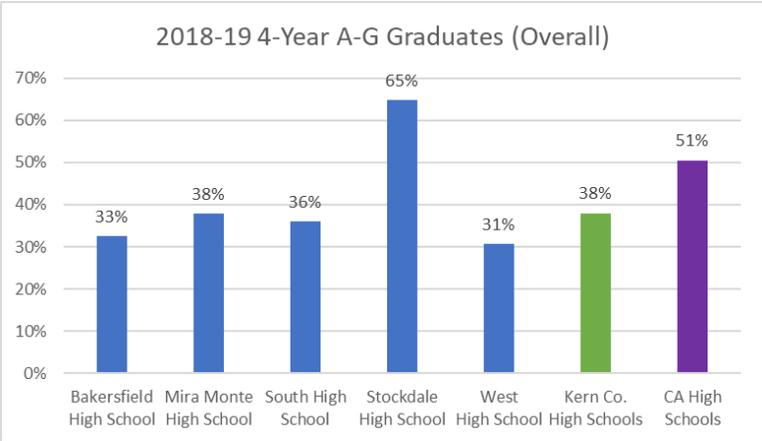
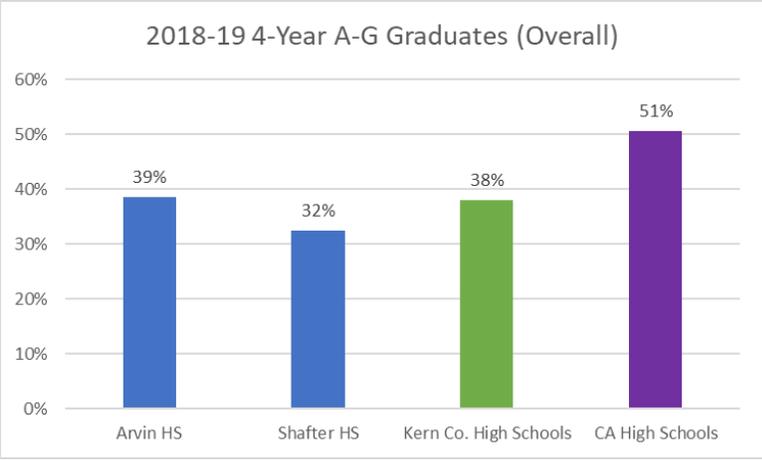
Additional 2018-19 Data

	Grimmway Academy (K-8)	Arvin USD (K-8)	Grimmway Shafter (K-5)	Richland USD (K-8)	Kern County (K-12)	State of California (K-12)
Suspension Rate						
2019 Suspension Rate	0.00%	1.20%	0.00%	0.00%	4.30%	3.50%
2018 Suspension Rate	0.00%	1.60%	0.20%	2.20%	4.20%	3.50%
2017 Suspension Rate	0.60%	2.50%	N/A	2.70%	5.00%	3.60%
Expulsion Rate						
2019 Expulsion Rate	0.00%	0.06%	0.00%	0.00%	0.06%	0.08%
2018 Expulsion Rate	0.00%	0.06%	0.00%	0.00%	0.08%	0.08%
2017 Expulsion Rate	0.00%	0.31%	N/A	0.00%	0.09%	0.09%
Average Daily Attendance						
2019 Average Daily Attendance	95%		96%		95%	95%
Chronic Absenteeism						
2019 Chronic Absenteeism	11%	10%	8%	8%	11%	12%
Retention Rate						
3-Year Average Retention Rate	96%		90%			
EL Reclassification Rate						
3-Year Average EL Reclassification Rate	14%	6%	13%*	13%	15%	14%

**Grimmway Shafter only has one year of EL Reclassification rates.*

GAHS Target Community High School Data

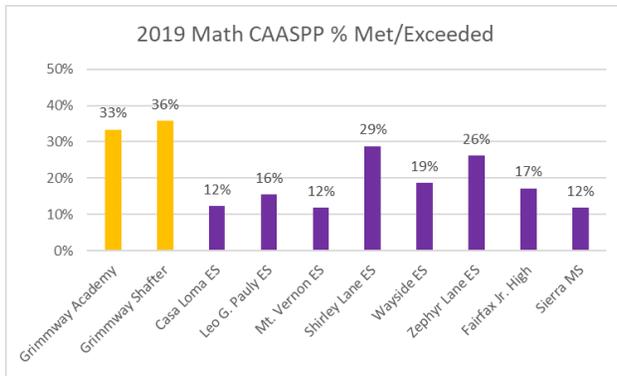
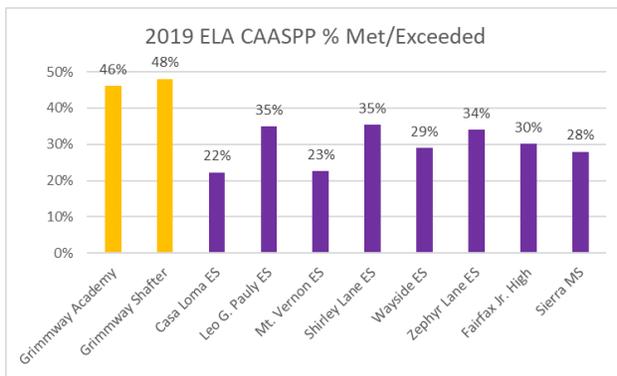
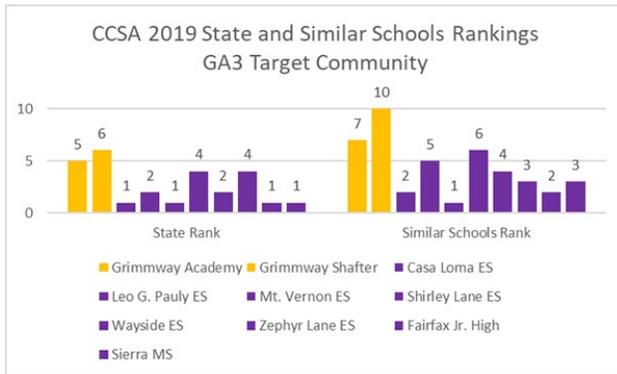




Criterion	Arvin High School	Shafter High School	Kern County High Schools	CA High Schools
Enrollment (# of Students)				
2018-19	2,642	1,703	192,446	6,186,278
2018-19 % of students who are				
Socioeconomically Disadvantaged	94%	89%	75%	61%
English Learners	17%	14%	19%	19%
Redesignated Fluent English Proficient	67%	49%	18%	18%
Special Education	8%	11%	10%	12%
Foster/Homeless Youth	1%	0%	2%	3%
Hispanic/Latino	97%	90%	65%	55%
African American	0%	1%	5%	5%
Asian	0%	1%	4%	12%
White	2%	7%	22%	23%
Two+ Races	0%	1%	2%	4%
Suspension Rates				
2018-19	8%	6%	4%	4%
Expulsion Rates				
2018-19	0%	0%	0%	0%
2019 ELA CAASPP 11th Grade % Met/Exceeded				
Overall	50%	43%	51%	57%
Hispanic/Latino	51%	44%	47%	48%
White	N/A	35%	60%	70%
Socioeconomically Disadvantaged	51%	43%	45%	47%
English Learners	2%	0%	4%	8%
Special Education	4%	6%	9%	16%
2019 Math CAASPP 11th Grade % Met/Exceeded				
Overall	13%	18%	21%	32%
Hispanic/Latino	13%	19%	18%	20%
White	N/A	17%	29%	45%
Socioeconomically Disadvantaged	13%	18%	16%	21%
English Learners	0%	3%	1%	5%
Special Education	0%	0%	1%	5%
2019 ELA CAASPP 11th Grade Mean Scale Scores				
Overall	2,573	2,556	2,575	2,597
Hispanic/Latino	2,575	2,558	2,566	2,570
White	N/A	2,553	2,600	2,631
Socioeconomically Disadvantaged	2,574	2,556	2,560	2,567
English Learners	2,416	2,411	2,444	2,458
Special Education	2,422	2,431	2,449	2,479
2019 Math CAASPP 11th Grade Mean Scale Scores				
Overall	2,502	2,519	2,527	2,564
Hispanic/Latino	2,503	2,520	2,516	2,527
White	N/A	2,534	2,555	2,603
Socioeconomically Disadvantaged	2,502	2,519	2,510	2,527
English Learners	2,394	2,405	2,423	2,443
Special Education	2,377	2,401	2,405	2,438
Dashboard DFS				
2019 ELA DFS	-11	-35		-3
2019 ELA Status Level	Orange	Yellow		Green
2019 Math DFS	-123	-115		-34
2019 Math Status Level	Red	Orange		Orange
College/Career Readiness				
2019 College/Career Indicator	53%	59%		44%
2019 College/Career Level	Green	Blue		Yellow
2017-18 College Going Rates				
Total College-Going %	41%	47%	48%	66%
UC Enrollment %	2%	2%	3%	7%
CSU Enrollment %	12%	10%	13%	12%
CA Community College Enrollment %	23%	32%	28%	36%
2018-19 4-Year Graduation Rates				
Overall	92%	97%	87%	85%
Hispanic/Latino	92%	97%	87%	82%
White	N/A	95%	87%	88%
Socioeconomically Disadvantaged	92%	96%	85%	81%
English Learners	79%	96%	76%	69%
Special Education	65%	87%	69%	68%
2018-19 4-Year A-G Graduates				
Overall	39%	32%	38%	51%
Hispanic/Latino	39%	32%	37%	44%
White	N/A	33%	37%	55%
Socioeconomically Disadvantaged	38%	31%	34%	43%
English Learners	7%	4%	16%	26%
Special Education	9%	0%	5%	18%
AP Tests				
2018 AP Tests Taken	344	352	9,385	713,402
2018 % AP tests scoring 3 or higher	49%	40%	48%	58%

Criterion	Bakersfield High School	Mira Monte High School	South High School	Stockdale High School	West High School	Kern County High Schools	CA High Schools
Enrollment (# of Students)							
2018-19	2,912	2,468	2,161	2,323	2,011	192,446	6,186,278
2018-19 % of students who are							
Socioeconomically Disadvantaged	75%	95%	96%	37%	86%	75%	61%
English Learners	3%	8%	9%	2%	7%	19%	19%
Redesignated Fluent English Proficient	31%	60%	52%	19%	34%	18%	18%
Special Education	11%	12%	11%	5%	14%	10%	12%
Foster/Homeless Youth	2%	1%	2%	1%	2%	2%	3%
Hispanic/Latino	64%	89%	83%	44%	68%	65%	55%
African American	12%	5%	8%	6%	15%	5%	5%
Asian	2%	1%	3%	19%	3%	4%	12%
White	16%	3%	4%	26%	11%	22%	23%
Two+ Races	2%	0%	1%	3%	1%	2%	4%
Suspension Rates							
2018-19	9%	11%	11%	3%	14%	4%	4%
Expulsion Rates							
2018-19	0%	0%	0%	0%	0%	0%	0%
2019 ELA CAASPP 11th Grade % Met/Exceeded							
Overall	53%	36%	41%	75%	44%	51%	57%
Hispanic/Latino	50%	37%	41%	69%	44%	47%	48%
White	66%	24%	37%	77%	50%	60%	70%
Socioeconomically Disadvantaged	47%	35%	41%	68%	44%	45%	47%
English Learners	N/A	0%	6%	N/A	0%	4%	8%
Special Education	8%	4%	5%	19%	5%	9%	16%
2019 Math CAASPP 11th Grade % Met/Exceeded							
Overall	19%	8%	19%	42%	13%	21%	32%
Hispanic/Latino	17%	8%	20%	31%	13%	18%	20%
White	34%	5%	17%	46%	13%	29%	45%
Socioeconomically Disadvantaged	13%	7%	19%	27%	13%	16%	21%
English Learners	0%	0%	3%	N/A	0%	1%	5%
Special Education	4%	0%	0%	13%	0%	1%	5%
2019 ELA CAASPP 11th Grade Mean Scale Scores							
Overall	2,578	2,538	2,550	2,645	2,559	2,575	2,597
Hispanic/Latino	2,574	2,540	2,554	2,623	2,558	2,566	2,570
White	2,611	2,525	2,531	2,657	2,571	2,600	2,631
Socioeconomically Disadvantaged	2,565	2,535	2,551	2,617	2,559	2,560	2,567
English Learners	N/A	2,405	2,410	N/A	2,412	2,444	2,458
Special Education	2,448	2,429	2,428	2,523	2,440	2,449	2,479
2019 Math CAASPP 11th Grade Mean Scale Scores							
Overall	2,522	2,475	2,517	2,604	2,503	2,527	2,564
Hispanic/Latino	2,518	2,476	2,522	2,574	2,501	2,516	2,527
White	2,557	2,466	2,504	2,611	2,509	2,555	2,603
Socioeconomically Disadvantaged	2,507	2,472	2,518	2,559	2,502	2,510	2,527
English Learners	2,390	2,388	2,403	N/A	2,412	2,423	2,443
Special Education	2,393	2,388	2,393	2,452	2,403	2,405	2,438
Dashboard DFS							
2019 ELA DFS	-8	-40	-30	62	-20		-3
2019 ELA Status Level	Yellow	Orange	Orange	Green	Yellow		Green
2019 Math DFS	-103	-149	-108	-24	-119		-34
2019 Math Status Level	Orange	Red	Orange	Green	Red		Orange
College/Career Readiness							
2019 College/Career Indicator	46%	39%	37%	62%	30%		44%
2019 College/Career Level	Green	Orange	Orange	Green	Yellow		Yellow
2017-18 College Going Rates							
Total College-Going %	47%	44%	46%	66%	47%	48%	66%
UC Enrollment %	3%	2%	5%	11%	3%	3%	7%
CSU Enrollment %	8%	16%	19%	16%	12%	13%	12%
CA Community College Enrollment %	31%	23%	21%	30%	30%	28%	36%
2018-19 4-Year Graduation Rates							
Overall	89%	86%	91%	98%	88%	87%	85%
Hispanic/Latino	88%	85%	92%	96%	91%	87%	82%
White	90%	95%	91%	99%	76%	87%	88%
Socioeconomically Disadvantaged	88%	86%	91%	96%	88%	85%	81%
English Learners	65%	73%	78%	96%	83%	76%	69%
Special Education	66%	77%	75%	85%	68%	69%	68%
2018-19 4-Year A-G Graduates							
Overall	33%	38%	36%	65%	31%	38%	51%
Hispanic/Latino	25%	38%	36%	57%	32%	37%	44%
White	51%	35%	33%	64%	27%	37%	55%
Socioeconomically Disadvantaged	26%	38%	36%	55%	31%	34%	43%
English Learners	6%	7%	17%	48%	8%	16%	26%
Special Education	4%	0%	7%	21%	2%	5%	18%
AP Tests							
2018 AP Tests Taken	673	331	332	927	210	9,385	713,402
2018 % AP tests scoring 3 or higher	52%	43%	29%	65%	40%	48%	58%

GA3 Target Community Data



	Casa Loma ES	Leo G. Pauly ES	Mt. Vernon ES	Shirley Lane ES	Wayside ES	Zephyr Lane ES	Fairfax Jr. High	Sierra MS
2018-19 Total Enrollment	762	797	785	665	765	732	587	958
SED	95%	96%	95%	91%	98%	87%	89%	96%
EL	50%	40%	34%	34%	38%	35%	27%	27%
RFEP	6%	13%	10%	9%	8%	7%	33%	38%
SpEd	8%	9%	9%	10%	6%	7%	13%	12%
Foster/Homeless	2%	5%	3%	3%	6%	1%	1%	2%
Hispanic/Latino	85%	82%	91%	87%	83%	86%	89%	90%
African American	11%	9%	2%	2%	10%	3%	4%	5%
Asian	1%	0%	0%	1%	1%	3%	2%	1%
White	2%	6%	5%	6%	5%	7%	4%	3%
Two+ Races	1%	2%	1%	1%	1%	1%	0%	0%
2019 ELA CAASPP % Met/Exceeded	22%	35%	23%	35%	29%	34%	30%	28%
2019 Math CAASPP % Met/Exceeded	12%	16%	12%	29%	19%	26%	17%	12%



APPENDIX H – ADDITIONAL INFORMATION

Grimmway CSP 2020 Logic Model

Inputs/Context: <i>Kern County context:</i> Lack of charter school options in County (only 4 other site based schools); college degree attainment far below State average; County population rising. <i>Grimmway Inputs:</i> Rigorous instructional model with personalized, differentiated instruction & inquiry based learning; Data driven MTSS; Partnerships with CSUB, BC, & local industry; Edible Schoolyard program; Intensive talent development with 260 hours teacher PD and Instructional Coaches at 13:1 ratio			
Activities	Outputs	Short- to Mid-Term Outcomes	Impact
<ul style="list-style-type: none"> • Expand GAS to add 90 students each in 7th and 8th grades; • Grow model to 9-12 with new GAHS, adding 1,000 seats • Replicate K-8 model in GA#3 with 450 seats (K-4) in grant term (ultimately 800 in K-8) • Codify core elements of K-8 curricula, instructional strategies and MTSS model • Develop & implement 9-12 program with four CTE pathways, incl. dual enrollment courses • Provide comprehensive academic/college counseling starting in 9th grade • Develop new facilities with ESY garden & kitchen classrooms, on-site Cafe • Staff new schools with certified ESY staff • Develop & implement standards-aligned ESY assessments and 9-12 ESY program including Food & Nutrition Science and Agricul. Business pathways alignment • Add key roles to central management team • Develop key talent pipeline initiatives • Provide intensive, ongoing PD and coaching • Continuously review data (state tests, attendance, surveys, financial, etc.) to assess progress towards annual goals in LCAP and grant and fidelity to Grimmway model; make appropriate adjustments <p>Collaborate with external evaluators (Bellwether) to assess grant progress and outcomes</p>	<p>Number of high quality seats increases.</p> <ul style="list-style-type: none"> • #Grimmway schools increases to 4 by 2025 • #K-8 seats increase to 2400 by 2025 • #9-12 seats increases to 1000 by 2025 <p>Highly qualified, diverse staff delivering rigorous, personalized curriculum and MTSS</p> <p>Edible Schoolyard operating with fidelity at each school</p>	<p>Students' academic achievement is high and on track for college and beyond.</p> <ul style="list-style-type: none"> • >=60% students meet indivl. NWEA MAP Growth Targets • Overall CAASPP Mean Scale Scores in both ELA and Math meet or exceed local Districts, County and State for the same grade levels by 2025 • All statistically significant subgroups' CAASPP Mean Scale Scores in both ELA and Math meet or exceed local Districts, County and State for the same grade levels by 2025 • HS students complete at least 3 college credits per year • 100% HS students on track to meet A-G requirements each year • 100% ACT/SAT participation by 2025 • 100% FAFSA completion by 2025 • 100% college application rate by 2025 <p>Students are meaningfully engaged and growing in awareness of personal health & wellness</p> <ul style="list-style-type: none"> • >=75% students pass Edible Schoolyard assessments benchmark each year • >=75% students show increase in healthy eating & behavior by 2025 • >=95% daily attendance rate each year • >=90% annual student retention rate each year <p>Schools are sufficiently staffed and staff have the support they need to succeed</p> <ul style="list-style-type: none"> • >=75% staff satisfaction each year • >=85% annual teacher retention each year <p>Schools are financially sustainable</p> <ul style="list-style-type: none"> • <= 3% deviation from annual budget goals each year <p>Self-sustaining on public funds by Year 3</p>	<p>Over 3400 Kern County students receive a high-quality education that prepares them to succeed in college and career. More youth in Kern County enroll in and complete college. Schools are financially sustainable on public funds over long term. Grimmway Schools provide additional evidence that charter schools can help educationally disadvantaged students attain college and career success</p>

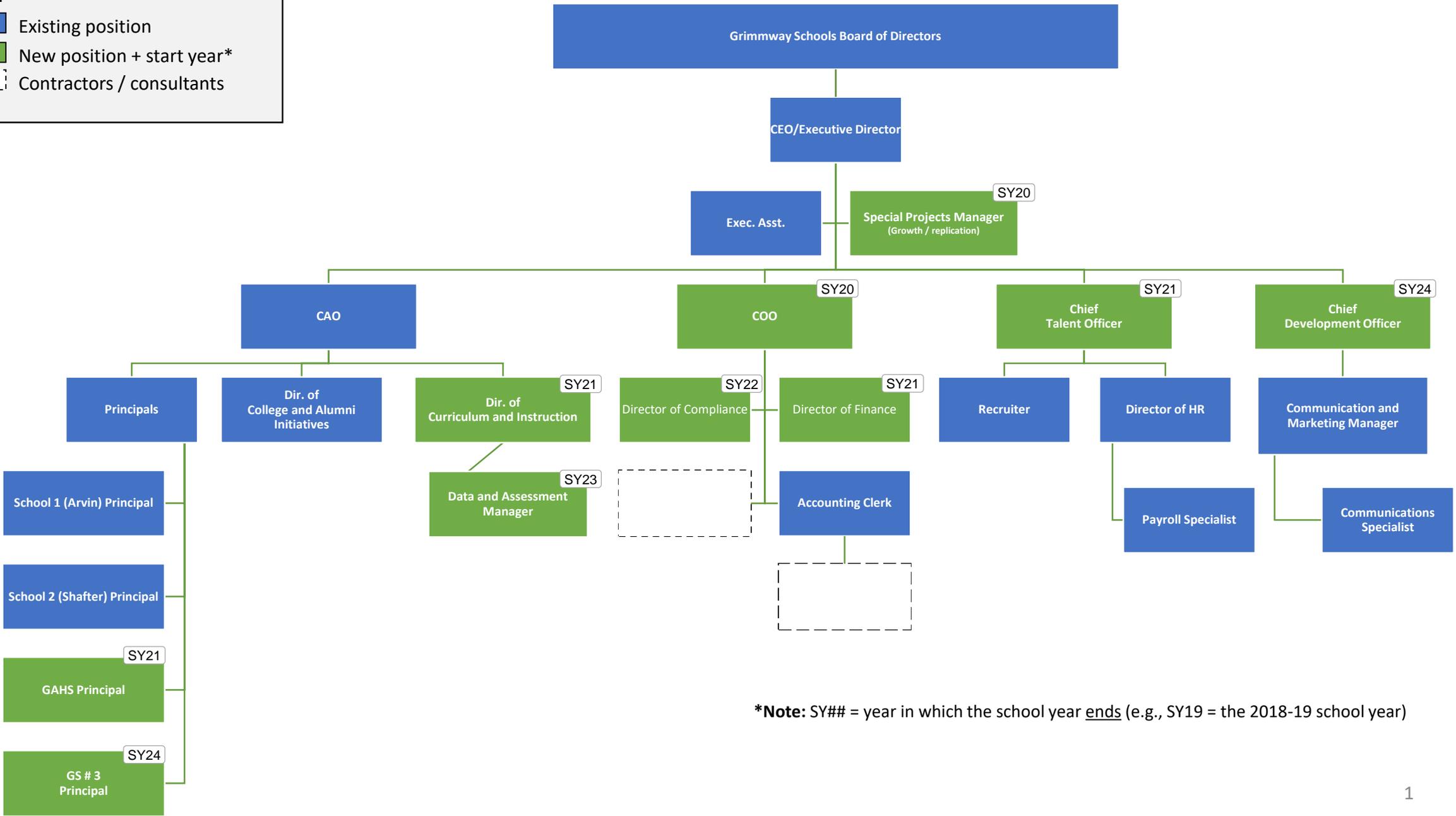
PRIORITIES		
<p>Priority 1: Basic Services <i>degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d).</i></p>	<p>Ensure all teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. Ensure all students, including EL and SpEd, have access to standards-aligned instructional materials in all subjects. Provide students with a safe, and clean school facility site.</p>	<p>Verify teacher credentials, CLAD certifications and ensure Live Scans are completed/documented.</p> <p>Purchase and distribute standards-aligned instructional materials for all students, including ELs and SpEd.</p> <p>Secure appropriate facilities and oversee regular inspections and safety checks, including annual Facility Inspection (FIT) Report.</p>
<p>Priority 2: Implementation of State Standards <i>implementation of academic content and performance standards including ELD adopted by the state board for all pupils; enable ELs to access CCSS ELD standards to gain content knowledge and English language proficiency.</i></p>	<p>Provide all students in all grades, including subgroups, with high quality instruction through a rigorous CA Common Core aligned curriculum by providing relevant learning experiences that support student engagement with personalized learning and supports to ensure academic success among all subgroups. Provide ELs with designated and integrated instruction to develop English language fluency and core content knowledge.</p>	<p>Continue to utilize data and teacher observations to refine K-8 curriculum and provide teacher PD; develop new 9-12 CCSS-aligned curriculum, pacing, assessments and interventions within Grimmway model. Provide all teachers with Professional Development (PD) including New Teacher BootCamp (10 days), plus 15 days for all teachers in Summer, 10 days during year and three hours weekly; provide onsite coaching, classroom observations, and support from Instructional Coaches. Ensure all teachers receive PD on integrated ELD strategies and provide personalized, targeted and designated ELD instruction for all ELs. Survey teachers annually.</p>
<p>Priority 3: Parent Involvement <i>efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups.</i></p>	<p>Ensure students are in class ready to learn in a safe, welcoming and inclusive learning environment through parent engagement in educational opportunities and continuous two-way home school communication. Ensure parent involvement in decision-making via School Site Council (SSC) and English Learner Advisory Committee (ELAC) at each school site along with parent representation on Board of Directors.</p>	<p>Host monthly “Cafecitos” with parents to address schoolwide topics, Back-to-School and Family Nights 4x/year, parent-teacher conferences 2x/year; administer annual parent surveys and ensure frequent home-school communication via online Illuminate platform, school website and email/text. Coordinate English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings at each site address the school’s Title I and EL programs.</p>
<p>Priority 4: Pupil Achievement <i>performance on statewide assessments; percentage of pupils who have completed A-G requirements or CTE frameworks; percentage of ELs who make progress towards English proficiency as measured on the ELPAC; the EL reclassification rate; percentage of pupils who pass an AP exam with a score of 3 or higher; and</i></p>	<p>All students, including all student subgroups, will meet or exceed annual growth targets on the CAASPP and outperform local districts, County and State performance at same grade levels; at new HS, all students will complete A-G requirements, apply to at least one college, complete FAFSA and ACT/SAT; ELPAC scores will</p>	<p>Implement ILPs for each student and data-driven instruction and differentiation based on student need, including monitoring progress of EL and RFEP students; provide Learning Lab time 360-440 minutes weekly for intervention, extra practice and support in a MTSS setting; provide intensive PD and coaching as detailed in charter petitions; provide additional support and intervention services for students including counseling/psycho-social</p>

<p><i>percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness.</i></p>	<p>demonstrate EL growth annually towards EL proficiency and each school will maintain EL reclassification rates that are higher than their local districts; HS will not offer AP -- dual enrollment will be offered instead – all students will complete at least 3 units/year; HS students’ College and Career Readiness rates will exceed local districts</p>	<p>support, after-school tutoring and enrichments. Develop rigorous early college/dual enrollment HS curriculum including college courses with CSUB and BC.</p>
<p>Priority 5: Pupil Engagement <i>school attendance rates; chronic absenteeism rates; middle school dropout rates; high school graduation rates</i></p>	<p>Maintain a high ADA rate ($\geq 95\%$), low chronic absenteeism rate and low MS and HS dropout rates (0% or less than local district); 100% HS grad rate with 100% A-G completion.</p>	<p>Implement strategies to maintain high levels of student engagement across all grades, K-12, including ESY, VAPA, community events, field trips, Family Nights, after school clubs and HS competitive sports teams. Provide psycho-social counseling and support via restorative justice and SEL program.</p>
<p>Priority 6: School Climate <i>pupil suspension rates; pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.</i></p>	<p>Maintain suspension ($\leq 2\%$) and expulsion rates ($\leq .5\%$) that are lower than state averages. Achieve 85% stakeholder satisfaction on surveys regarding safety and school connectedness.</p>	<p>Implement MTSS for behavior with restorative justice and Council practices to model positive behavior and provide peer intervention and support; implement SEL curricula; train all teachers on these practices and consistent school rules.</p>
<p>Priority 7: Course Access <i>the extent to which pupils have access to and are enrolled in: a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs.</i></p>	<p>All students, including all student subgroups will have access to a rigorous college prep program including enrichment opportunities as outlined in the schools’ charters, particularly in the health and wellness (ESY), P.E., arts, World Languages, and technology.</p>	<p>Provide ESY, P.E., VAPA, World Languages, technology and other enrichments. Develop HS courses and pathways with diverse opportunities, a full CIF competitive sports program, an array of VAPA opportunities, World Languages and a host of student clubs and activities as a comprehensive 1,000 student HS. Develop college-prep Advisory program including assistance with testing, applications and financial aid and low counselor:student ratio.</p>
<p>Priority 8: Other Pupil Outcomes <i>pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.</i></p>	<p>All students will graduate having developed skills and attributes defined in Grimmway’s four core values: High Expectations for themselves both academically and personally; Perseverance to overcome challenges and setback and persist in pursuing ambitious goals; lifelong Health & Wellness habits for their own bodies and as stewards of the natural world; and Joy in the pursuit of growth and development with a healthy social-emotional perspective.</p>	<p>Provide frequent informal and at least twice-annual formal evaluations of all teachers and other staff with regular reporting to the CEO and Board on progress towards individual and school-wide goals, to ensure mission-driven accountability at all levels of the organization.</p>

End-state Grimmway Schools network CMO home office org structure

Key:

- Existing position
- New position + start year*
SY21
- Contractors / consultants



*Note: SY## = year in which the school year ends (e.g., SY19 = the 2018-19 school year)



Anticipated Year-Round Recruitment Events*

What	Where	When
Facilitate focus groups – in English and Spanish – with parents in the new target school community to hear feedback about the Grimmway model and learn about the needs of the local community.	Community Learning Centers, libraries, social service partner offices, churches/faith-based orgs,	Jan-March prior to new petition submission (18-16 months prior to new school opening)
Meet with Mayor, Council Members, local District Superintendent and other elected officials, host tours of existing Grimmway Schools	Grimmway Schools and Elected Official offices	Jan - March prior to new petition submission (18-16 months prior to new school opening)
Meet with local community leaders and local schools to discuss the Grimmway program and answer questions	TBD, Local Schools	Jan – March prior to new petition submission (initial meetings; ongoing meetings for outreach and partnerships)
Create Website for New School with easily accessible application, lottery and Open House information	Grimmway Central Offices	March – April
Canvassing campaign to inform residents, answer questions and collect parent signatures for charter petition	Door-to-door throughout local community	April – June
Host tours for interested parents at existing Grimmway schools	GAA, GAS	April – May

Information Booth at Cinco de Mayo Festival(s)	Cinco De Mayo Festival, TBD	May
Host Summer Camps at existing schools	GAA, GAS	June-July
Distribute flyers, add events to community calendars, host tables to distribute flyers at events	Community Learning Centers, Libraries, churches/faith-based orgs, laundromats, local restaurants/businesses, and "community hot spots" like parks, rec centers, and sporting events	Sept.- March
Canvassing to distribute info and collect applications for lottery	2 mile area surrounding new campus	Sept. – March
Distribute flyers at local Farmers' Markets near new campus, community events/fairs/festivals, after-school programs, park events,	2 mile area surrounding new campus	Sept. – March
Run ads on radio (Spanish and English), in local newspapers and neighborhood/community websites to promote new school and Open Enrollment Period	N/A	Sept. – March
Host Open House/Info Sessions 1-2x Monthly	Community locations; GAA, GAS	Sept. – March
Hold Lottery for Admission	Tbd	April
Host Q&A Sessions for Students/Families Offered Admission, Collect Enrollment Forms	Community location; GAA, GAS	May-June
School Opens	School Site	August

* All materials are provided in both English and Spanish. Additionally, all marketing material provides separate phone numbers for English and Spanish speaking parents and community members.



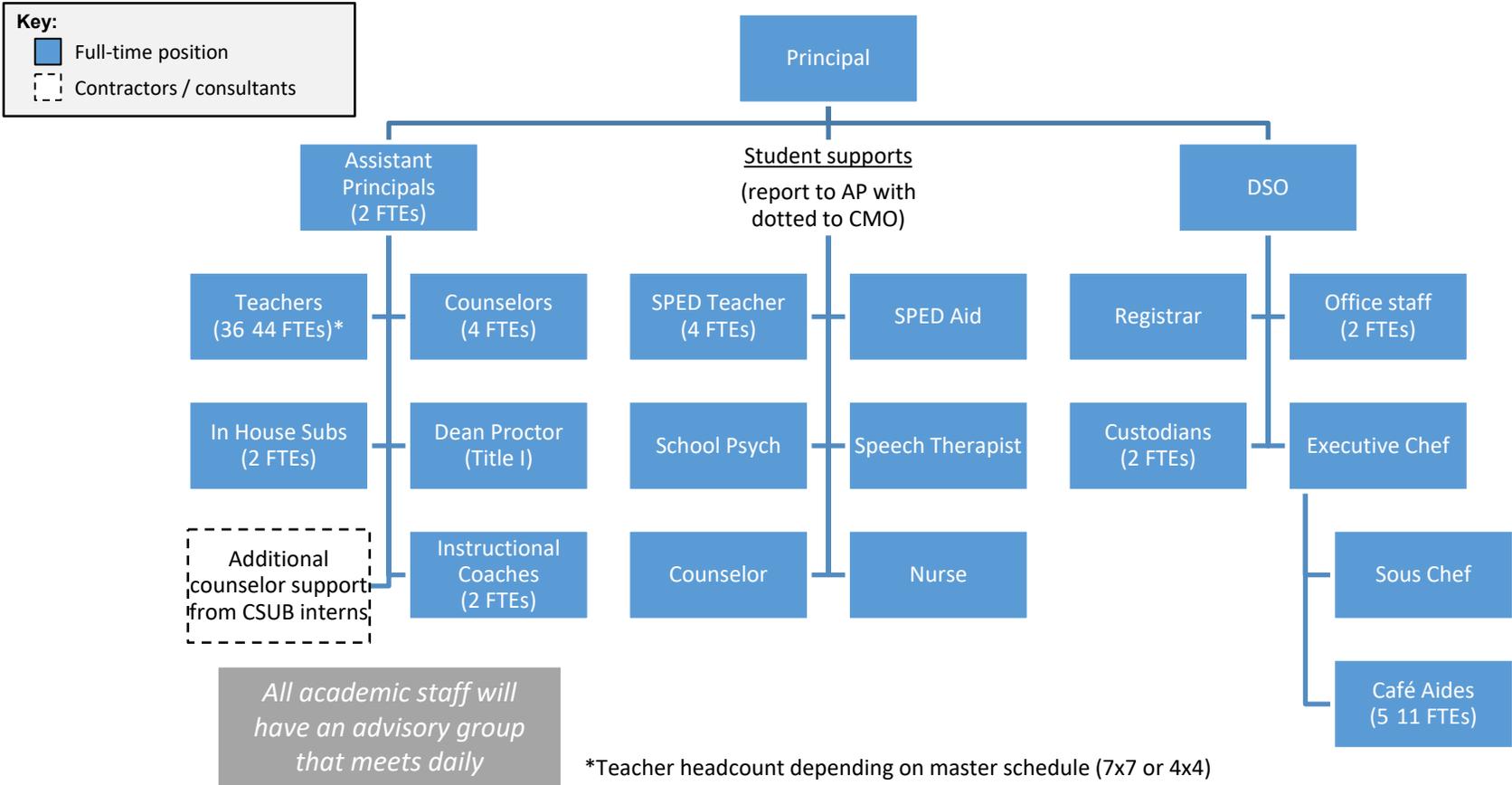
Sample Chart of Grimmway K-8 Curriculum

CONTENT AREA	CURRICULUM RESOURCE	RATIONALE
ENGLISH LANGUAGE ARTS	Success For All (SFA)	<ul style="list-style-type: none"> • Systematic K-2 Phonics program that builds students’ skills in phonemic awareness, letter-sound correspondence and word-level blending and segmenting • KinderCorner is a comprehensive kindergarten program based on research that fosters development of oral language, literacy, math, interpersonal and self-help skills, as well as science and social studies concepts. • Reading Roots is a 90-minute comprehensive program that targets the needs of beginning readers. It is a research-based, beginning-reading program that provides a strong base for young readers through systematic phonics instruction, supported by decodable stories, and instruction in fluency and comprehension. • A research-based reading curriculum that provides 90-minute daily lessons and targets the needs of students reading on a second through sixth grade level who have successfully learned to decode but need to develop more sophisticated reading skills. Targets vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities to work with both narrative and expository text.
	Core Knowledge Language Arts (CKLA) (K-5)	<p>CKLA is a comprehensive, rigorous, CCSS-aligned K-5 curriculum implemented in the Humanities classroom providing 90- 120-minute lessons targeting skill instruction in reading, writing, speaking, and listening. The focus in grades K-3 is to build fluent reading and writing skills. Students acquire background knowledge and vocabulary utilizing decodable stories and read-aloud texts on a variety of topics. As they progress through grades 4-5, content-focused units consist of literary and informational texts organized with questions and tasks that continue to build student knowledge, academic vocabulary, comprehension, and writing using whole group, small group, or partner reading. The materials are accessible in a digital format and contain strategies teachers can use to meet the needs of a range of learners.</p>
	Amplify ELA 6-8	<p>Amplify ELA is an interactive, rigorous core curriculum aligned to the CCSS. It includes six core text-based units, quests (weeklong explorations used to practice reading, writing, listening, and speaking skills), and a story writing unit. Core texts balance literary and informational texts while increasing in complexity. They are organized and made accessible to students through differentiated supports that build knowledge and vocabulary around a theme. There are multiple opportunities for evidence-based discussions and writing about texts to support and build strong literacy skills for students at various ability levels.</p>

	Readers and Writers Workshop	
MATH	College Preparatory Mathematics (CPM)	Student-centered, problem-based curriculum guided by a teacher utilized in grades 6 through 8. Students interact in groups to foster mathematical discourse. Student practice includes exposure to concepts and procedures spaced over time.
	Engage NY	Tier 1 mathematical curriculum in the STEM classroom for grades K through 5th grade where the focus is on strategies and student reasoning, not on algorithms. Each Module builds on the skills and knowledge of the previous module. Rigorous problems are embedded throughout the module.
SCIENCE	TCI	TCI lessons are based upon both Social Studies and Language Arts objectives, offering multiple connections to literacy and the Common Core State Standards through opportunities for reading, writing, and speaking and listening. The lessons support consistent classroom routines and provide clear teacher guidance for planning and instruction. Both online and print materials are available.
	Amplify Science	Amplify Science is a flexible, blended K-8 curriculum that addresses 100% of the Next Generation Science Standards and many CCSS ELA and Math standards. Units revolve around Life Science, Earth and Space Science, Physical Science, and Engineering Design. Units are integrated and begin with a real-world issue that poses a problem that needs to be understood or solved. Print and digital resources along with hands-on material kits assist students in analyzing issues, and in designing and testing engineering solutions that could be applied to other contexts.
SOCIAL STUDIES	Core Knowledge History and Geography (CKHG)	CKHG is a K-6 comprehensive program in World history, American history, and geography. It integrates topics in civics and the arts while developing knowledge about diverse cultures and civilizations. Students are introduced to ancient civilizations in the primary grades, and the knowledge and domain vocabulary continue building in successive grades. The curriculum correlates with CKLA. Components include student readers, teacher guides, and timeline cards. Additional resources include online videos, virtual field trips, and primary source documents which reinforce concepts and build understanding for a range of learners.
English Language Development	GLAD	<p>The model enhances teachers' design and delivery of standards-based instruction through an integrated approach. A unique blend of academic language and literacy that combines the research from many fields and organizes the strategies and classroom practices into a process.</p> <ul style="list-style-type: none"> • Firmly rooted in research and has been field tested for the past 18 years. • Encourages a classroom environment that values the student, provides authentic opportunities for the use of academic language; maintains highest standards and expectations for all students; and fosters voice and identity.

		<ul style="list-style-type: none"> • Supports standards-based instruction through integrated approaches which include Project Based Learning, language immersion and language acquisition.
	SFA	Success for All is a comprehensive reform model that provides schools with well-structured curriculum materials emphasizing systematic phonics in Grades K–1, and cooperative learning, direct instruction in comprehension skills, and other elements in Grades 2–6. It also provides extensive professional development and follow-up for teachers, frequent assessment and regrouping, one-to-one tutoring for children who are struggling in reading, and family support programs. A full-time facilitator helps all teachers implement the model. Grimmway uses the English language development (ELD) adaptation, which instructs children in English with appropriate supports, such as vocabulary development strategies linked to the words introduced in children’s reading texts. Its underlying premise is that all children, including those with limited English proficiency, can and should be reading in English at grade level by the end of third grade.
	Language Studio	CKLA’s content-based companion for English Language Learners in grades K-4. Includes real world content to provide authentic opportunities for reading, writing, speaking, and listening in the Humanities classroom. Scaffolding strategies and targeted supports are available along 5 English proficiency levels. The use of read-alouds and hands on activities build interactions and oral fluency. Activity books include images, vocabulary practice, and graphic organizers. Teacher guides include formative and summative assessments as well as Language Proficiency Assessment rubrics.
Social and Emotional Learning	Getting Along Together	Getting Along Together is a program developed by the Success for All Foundation, Harvard University, and the University of Michigan that helps students build social and emotional skills (SEL) and apply them both in and out of the classroom. Getting Along Together has a three-pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills.
	Community Matters	Using an Inside-Out Approach, the goal of Community Matters is to assist the school community in creating a positive school climate. This approach is research-based and focuses on such elements as building relationships based on trust and mutual respect. It is student-centered and involves them in real problem-solving and solution implementation. Restorative practices include circles and conferences that help students learn from their mistakes and make amends. The last element provides room for changing social norms through changing behavior rather than rules and policies.

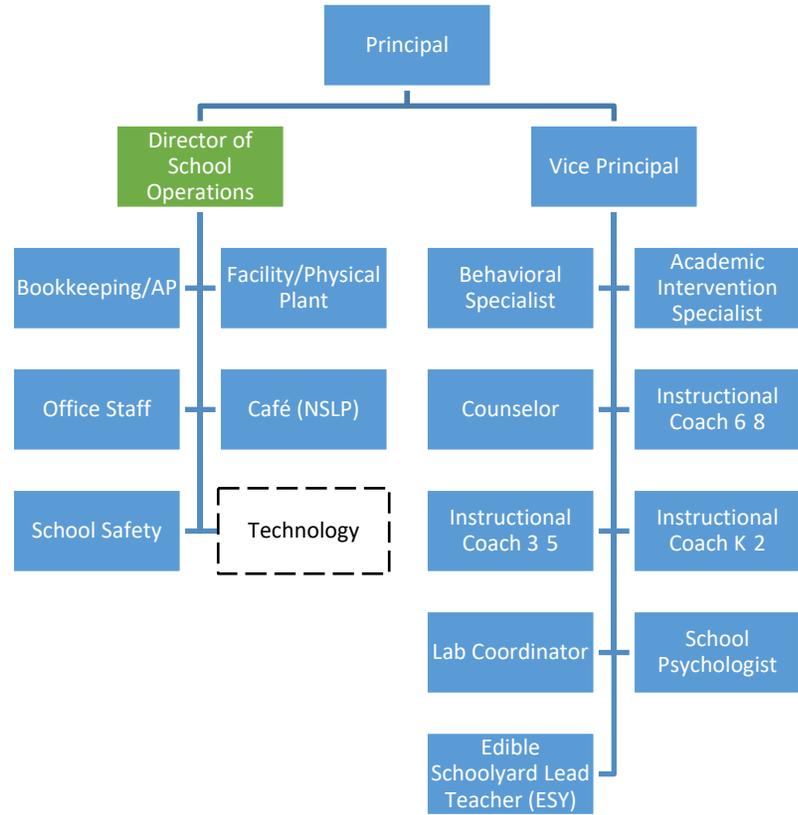
End-state HS campus org structure (v1)



End-state K-8 campus org structure (v8)

Key:

- Existing position
- New position
- Contractors / consultants



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Grimmway Schools Replication and Expansion Project

BUDGET NARRATIVE

The following Budget Narrative outlines Grimmway School’s budget for planning and implementation under the Charter Schools Program Grants to CMOs for the Replication and Expansion of High- Quality Charter Schools (hereafter, “CSP Grant”). The anticipated CSP Grant Period is April 1, 2020 through March 31, 2025. The budget details reasonable and allowable expenditures for both replication and expansion plan as outlined below:

Replication and Expansion Plans

Grimmway will expand and replicate as follows:

- Grimmway Academy Shafter (GAS) will add two new classes class of 90 students in both Grant Year 1, and Grant Year 2 to reach full capacity (K-8) by 21/22.
- Grimmway Academy High School (GAHS), starting School Year 21/22 (Grant Year 2) with 250 students in grade 9 and growing to 1,000 students in grades 9-12 by School Year 24/25.
- Grimmway Academy #3 (GA3), starting School Year 24/25 (Grant Year 5) with 450 students in grades K-4 (grades 5-8 will launch one additional grade level per school year in Aug. 2025-2028 respectively).

Each school will be located in Kern County area where Grimmway operates its current schools. The high school will employ a “slow growth model,” adding one grade per year to reach capacity, and the elementary school will open with K-4 and then add one grade level each subsequent year until capacity.



Summary Budget	Y1	Y2	Y3	Y4	Y5	Total
Personnel						
Fringe benefits						
Travel	\$25,000	\$19,000	\$5,000	\$5,000	\$25,000	\$79,000
Equipment	--	\$60,000	--	--	\$60,000	\$120,000
Supplies	\$563,780	\$172,080	\$135,500	\$135,500	\$924,200	\$1,931,060
Contractual	\$147,559	\$69,351	\$40,781	\$47,459	\$146,952	\$452,101
Other	--	\$8,000	\$23,000	\$30,450	\$39,363	\$100,813
Total Costs						

As detailed in the CSP Grant Instructions, CSP funds will be used both for school site costs, detailed below, as well as Grimmway’s CMO-level planning, design and initial implementation support of each school. Each expansion/new school will be the direct beneficiaries of more than 80% of allocated CSP Grant funds as follows:

School	Planned Opening	New Enrollment	Total Seats at Capacity	Total Request
GAS (K-8)	N/A (SY 20/21 and 21/22 Expansion)	180	800	\$261,160
GAHS	SY 21/22	1,000	1000	\$1,457,173
GA3 (K-8)	SY 24/25	450	800	\$1,333,050
School Sites (subtotal)				\$ 3,051,383
Network Office: ~ 25%				\$ 777,900
Total		1630	2600	3,829,283

With the grant start date of April 1, 2020, growth will occur at the following rates each year (adding seats each grant year in August):

Grimmway Schools Enrollment Roll-Out Chart

	Grant start 4/1/20					Grant end 3/31/25		Total New Seats	Total Seats at Capacity
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25			
Grimmway Academy (K-8)	800							800	
Grimmway Academy Shafter (K-8)	620 (K-6)	90 - 7th gr	90 - 8th gr				180	800	
Grimmway Academy HS (9-12)		Planning	250 - 9th gr	250 - 10th gr	250 - 11th	250 - 12th gr	1,000	1,000	
Grimmway Academy #3 (K-8)					Planning	450 - K-4th	450	800	
Totals	1,420	90	340	250	250	700	1,630	3,400	

School Site expenses will include: a Founding Principal/Principal-in-Residence starting one year prior to each new school’s opening for pre-opening planning and design,



intensive training and site work at existing Grimmway schools and initial implementation of new school opening; Teacher/Instructional staff summer professional development and collaborative planning time; Office Manager pre-opening planning and systems/office set-up time, assistance with school outreach, lottery and enrollment, onboarding staff and more; furniture, computers for staff and students, printers, textbooks, lab equipment, safety supplies, and other school equipment and supplies; outreach and recruitment of students and staff; training and systems set-up in Illuminate data system and back-office accounts/services; and a pro-rata share of the Bellwether Partners evaluation under this grant.

CMO expenses will include, among other services and supports:

- Chief Operating Officer: leads the support team as well as operations strategy, real estate search and acquisition, and facilities operations (including technology).
- Director of Curriculum and Instruction: responsible for supporting teachers and leaders in implementing high-quality curriculum and instruction that prepares students for long-term success.
- Chief Talent Officer: responsible for overseeing the employee life cycle across the network from recruitment, to hiring, onboarding, professional development, compensation and benefits programs, career pathways and offboarding.
- Director of Special Projects: responsible for leading strategic projects throughout the organization including research and development work, charter petition planning, grant reporting as well as various other projects as assigned by the Executive Director.
- Director of Finance: is responsible for supporting the COO on all matter relating to budget and finance – including the identification and acquiring of municipal bonds for the purposes of constructing new campuses as well as identifying additional funding – both private and/or public – to support the educational program.



**Grimmway Replication and Expansion Project Budget
Overview**

Budget by Federal Category

II. Personnel

GRANT PERIOD	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total, Personnel						

School Site Personnel

For each new school, site-based Personnel expenses will include:

- Founding Principal/Principal-in-Residence:* Will work during the pre-opening planning phase for 12 months, 1.0 FTE, shadowing/working as Assistant Principals at existing Grimmway schools; customizing the Grimmway model – which offers site-based autonomies in numerous areas – including co-developing the charter petition, selecting and developing curriculum, developing pacing plans, etc.; participating in Principals’ meetings and training sessions with the Chief Academic Officer and Chief Operating Officer; recruiting and hiring teachers and staff (with support from the Director of HR); conducting outreach and overseeing student recruitment (with support from the Director of Outreach); planning and leading three weeks of summer professional development (PD) for all instructional staff; ordering supplies and equipment; preparing the facility and classrooms; etc. Throughout Year 1 of operations, the Founding Principal will continue to plan and implement teacher PD; formally and informally evaluate teachers/instructional staff.
- Teachers/Instructional Staff:* Prior to school opening, all instructional staff will attend three weeks of PD and collaborative planning time; charges to the grant are for new hires each year.



- *School Office Manager:* Pre-opening/initial launch support will include six months (1.0 FTE) to prepare school operations (facilities prep; ordering books, supplies, FF&E, etc.) in collaboration with the Founding Principal and COO, creating student files and personnel files; setting up accounting, attendance and other reporting and operational functions; and more.

EXPANSION SITES – GAS (Y1, Y2)

GRANT PERIOD	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Supplies	36,580	36,580	--	--	--	73,160
PD for Teachers/Instructional Staff	\$15,000	\$15,000	--	--	--	\$30,000
PD/Conference Travel	\$14,000	\$14,000	--	--	--	\$28,000
PD Consultant (New Teacher Center)	\$30,000	\$30,000	--	--	--	\$60,000
PD Consultant (Creek Education)	\$15,000	\$15,000	--	--	--	\$30,000
PD Consultant (Success for All)	\$20,000	\$20,000	--	--	--	\$40,000
TOTAL						\$261,160

GAHS

GRANT PERIOD						
Founding Principal						
Operations Manager						
Supplies	\$527,200	\$135,500	\$135,500	\$135,500		\$933,700
PD for Teachers/Instructional Staff	\$60,940	\$60,940	\$60,940	\$60,940	--	\$243,760
Fringe						
Travel	\$11,000	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
Equipment	--	\$60,000	--	--	--	\$60,000
Other	--	\$8,000	\$15,210	\$15,450	\$15,913	\$54,573
Total Costs						



GA3

GRANT PERIOD	Year 1	Year 2	Year 3			
Founding Principal	--	--	--			
Operations Manager	--	--	--			
Supplies	--	--	--		\$924,200	\$924,200
PD for Teachers/Instructional Staff	--	--	--	--	\$135,000	\$135,000
Fringe	--	--	--	--		
Travel	--	--	--	--	\$20,000	\$20,000
Equipment	--	--	--	--	\$60,000	\$60,000
Other	--	--	--	--	\$8,000	
Total Costs						

III. Fringe Benefits

GRANT PERIOD						
Total, Fringe Benefits						

Fringe benefits, which is estimated at 21% of salary, include medical and dental insurance as well as 403(b) for classified staff.

IV. Travel

GRANT PERIOD	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total, Travel	\$25,000	\$19,000	\$5,000	\$5,000	\$25,000	\$79,000

Travel includes air, hotel and per diem costs for the Project Director (CEO) to attend the annual two-day grant project directors meeting in Washington, DC. This cost also includes travel for school site leadership for PD at conferences such as the California Charter Schools Association Annual Conference, and the Learning Forward Annual Conference.

V. Equipment

GRANT PERIOD	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total, Equipment	--	\$60,000	--	--	--	\$60,000

Equipment costs for each new school site include:

- Networking equipment (router/firewall/wireless controller) at \$9,100 per site.
- Alarm system at \$10,000 per site.
- Bell System at \$40,000 per site.



VI. Supplies

GRANT PERIOD	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total, Supplies	\$563,780	\$172,080	\$135,500	\$135,500	\$924,200	\$1,931,060

Supplies costs for each new school and expansion site include the following projections:

- Chromebooks at \$350 per student
- Wireless access points at \$400 per classroom
- TV's/Mounts at \$750 per classroom.
- Staff laptops at \$1,300 per FTE.
- School signage at \$20,000 per site.
- Textbooks and online core curriculum at \$110 per student.
- Books and other reference materials for classroom libraries at \$150 per student.
- Learning Lab Materials at \$100 per student
- Edible Schoolyard (ESY) Materials at \$40,000
- P.E. Supplies/Athletic Equipment and Visual and Performing Arts supplies budgeted at \$25,000 in the first year of operations; \$10,000 in year two; \$7,000 in year 3; and \$7,000 in year 4.
- Science supplies/lab equipment at \$4,000 per year per site.
- FF&E (Furniture, Fixtures, and Equipment) estimated at \$45,000 per classroom, including student tables/chairs, teacher desks/chairs, office desks/chairs, bookshelves, cabinets, white boards, lunch/multi-purpose room tables and chairs, etc.

VII. Contractual

GRANT PERIOD	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total, Contractual	\$147,559	\$69,351	\$40,781	\$47,459	\$146,952	\$452,101

Contractual costs include:

- Grant funds at ~12.5% of total grant costs each year for evaluation of the grant project activities per the Project Narrative by Bellwether Education Partners.

VIII. Construction

There are no construction expenses attached to this grant.



IX. Other

GRANT PERIOD	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total, Other	--	\$8,000	\$23,000	\$30,450	\$39,363	\$100,813

Other costs include:

- Student recruitment and advertising expenses \$5,000 per site in the first year of operation for each new site; \$8,000 in year 2; \$8,240 in year 3; and \$8,487 in year 4.
- Staff recruitment and advertising expenses at \$3,000 in the first year of operation for each new site; \$7,000 in year 2; \$7,210 in year 3; and \$7,426 in year 4.

X. Total Direct Costs

Summary Budget	Y1	Y2	Y3	Y4	Y5	Total
Personnel						
Fringe benefits						
Travel	\$25,000	\$19,000	\$5,000	\$5,000	\$25,000	\$79,000
Equipment	--	\$60,000	--	--	\$60,000	\$120,000
Supplies	\$563,780	\$172,080	\$135,500	\$135,500	\$924,200	\$1,931,060
Contractual	\$147,559	\$69,351	\$40,781	\$47,459	\$146,952	\$452,101
Other	--	\$8,000	\$23,000	\$30,450	\$39,363	\$100,813
Total Costs						

XI. Total Indirect Costs

There are no indirect costs as part of this grant.

XII. Training Stipends

We will not be providing training stipends as part of this grant.

XIII. Total Budget

See above.