



# Grimmway Academy

Charter Renewal Petition

Submitted to  
Kern County Superintendent of Schools

July 1, 2021 – June 30, 2026

**TABLE OF CONTENTS**

**AFFIRMATIONS AND DECLARATION**..... 6

**EXECUTIVE SUMMARY** ..... 9

    Recent Accomplishments ..... 12

    Grimmway Academy and the Grimm Family Education Foundation ..... 14

**ANALYSIS OF THE LAST TERM AND CHARTER RENEWAL CRITERIA**..... 15

*Analysis of Grimmway Academy CAASPP data satisfying Education Code Section 47607(a)(3):* ..... 16

        All Students ..... 17

        Hispanic or Latino ..... 18

        Socioeconomically Disadvantaged Pupils ..... 19

        English Learners ..... 20

        Students with Disabilities..... 21

*Analysis of Grimmway Academy data satisfying Education Code Section 47607(b)(4):* ..... 22

        Comparison Schools Demographically similar schools ..... 22

        Comparison Schools: Analysis of CAASPP Results, demographically similar schools... 25

        Comparison Schools: Analysis of CAASPP Results, Arvin Union, Kern County, State of California ..... 29

        Additional Justification for Charter Renewal ..... 33

**ELEMENT ONE - EDUCATIONAL PROGRAM** ..... 38

    Mission Statement ..... 38

    Vision Statement..... 38

    Academic Cornerstones ..... 38

    Targeted School Population –Whom the School is Attempting to Educate..... 39

    How Learning Best Occurs..... 40

    What It Means to Be an Educated Person in the 21st Century ..... 42

    Calendar and Attendance ..... 44

    Bell Schedule and Instructional Minutes ..... 44

    Curriculum and Instructional Design ..... 44

    Annual Goals and Actions to Achieve the Eight State Priorities ..... 62

    Professional Development..... 62

    Plan for Students Who Are Academically Low-Achieving..... 64

    Plan for Students Who Are Academically High-Achieving..... 64

    Plan for English Learners ..... 65

    Serving Students with Disabilities ..... 68

**ELEMENT TWO - MEASURABLE STUDENT OUTCOMES; AND ELEMENT THREE – METHODS OF MEASUREMENT**..... 74

Assessment Assumptions.....	74
School Outcome Goals.....	74
Alignment of Outcomes to State Priorities .....	77
Measuring Student Progress .....	77
Use and Reporting of Data.....	78
<b><u>ELEMENT FOUR – GOVERNANCE</u></b> .....	<b>79</b>
Nonprofit Public Benefit Corporation .....	79
Board of Directors.....	79
Sole Statutory Member.....	81
Executive Director.....	81
Principal .....	82
Assistant Principals.....	83
Charter School Committees .....	84
Parental Involvement.....	88
<b><u>ELEMENT FIVE – EMPLOYEE QUALIFICATIONS</u></b> .....	<b>89</b>
Qualifications of School Employees .....	89
Executive Director.....	90
Principal .....	90
Assistant Principal.....	91
Instructional Coach.....	92
Teachers .....	92
Office Manager .....	94
<b><u>ELEMENT SIX – PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF</u></b> .....	<b>95</b>
Procedures for Background Checks.....	95
Role of Staff as Mandated Child Abuse Reporters .....	95
TB Risk Assessment and Examination .....	96
Immunizations.....	96
Medication in School.....	96
Vision/Hearing/Scoliosis .....	96
Diabetes .....	96
Suicide Prevention Policy .....	96
Prevention of Human Trafficking .....	97
Feminine Hygiene Products .....	97
Nutritionally Adequate Free or Reduced-Price Meal.....	97
California Healthy Youth Act.....	97
School Safety Plan.....	97
Emergency Preparedness .....	98
Blood Borne Pathogens.....	98
Drug, Alcohol, and Smoke-Free Environment.....	98
Facility .....	98
Facility Safety.....	98
Comprehensive Discrimination and Harassment Policy and Procedures .....	98

Bullying Prevention .....	99
<u>ELEMENT SEVEN – RACIAL AND ETHNIC BALANCE</u> .....	100
Racial and Ethnic Balance .....	100
<u>ELEMENT EIGHT – ADMISSIONS POLICIES AND PROCEDURES</u> .....	101
Public Random Drawing .....	101
Planned Application, Public Random Drawing, and Admission Schedule .....	102
<u>ELEMENT NINE - INDEPENDENT FINANCIAL AUDIT</u> .....	104
<u>ELEMENT TEN - SUSPENSION AND EXPULSION PROCEDURES</u> .....	105
Policy .....	105
Procedures .....	106
Grounds for Suspension and Expulsion of Students .....	106
Enumerated Offenses .....	107
Suspension Procedure .....	115
Authority to Expel .....	116
Expulsion Procedures .....	116
Special Procedures for Expulsion Hearings Involving Assault or Battery Offenses .....	117
Record of Hearing .....	118
Presentation of Evidence .....	118
Written Notice to Expel .....	119
Disciplinary Records .....	119
Appeal Rights .....	119
Expelled Pupils/Alternative Education .....	119
Rehabilitation Plans .....	120
Readmission .....	120
Notice to Teachers .....	120
Special Procedures for Consideration of Suspension and Expulsion of Students with Disabilities .....	120
<u>ELEMENT ELEVEN – RETIREMENT SYSTEMS</u> .....	124
<u>ELEMENT TWELVE – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</u> .....	125
<u>ELEMENT THIRTEEN – EMPLOYEE RETURN RIGHTS</u> .....	126
<u>ELEMENT FOURTEEN – DISPUTE RESOLUTION PROCEDURE</u> .....	127
Intent .....	127
Public Comments .....	127
Disputes Between the Charter School and the Chartering Authority .....	127
Internal Disputes .....	128
<u>ELEMENT FIFTEEN – CLOSURE PROCEDURES</u> .....	129

<u>MISCELLANEOUS PROVISIONS</u> .....	131
Budget and Financial Reporting .....	131
Insurance .....	132
Administrative Services .....	132
Facilities .....	132
Transportation.....	133
Impact on the Charter Authorizer .....	133
Potential Civil Liability Effects.....	133
 <u>CONCLUSION</u> .....	 135

APPENDICES

Appendix A.	English Learner Program
Appendix B.	DataQuest CAASPP Reports, Comparison School SARC Reports
Appendix C.	Grimm Family Education Foundation Support Letter
Appendix D.	Sample Individualized Learning Plan
Appendix E.	Response to Intervention Program
Appendix F.	Learning Lab Components
Appendix G.	A Day in the Life of a Grimmway Academy Student and A Day in the Life of a Grimmway Academy Teacher
Appendix H.	Attendance Policy
Appendix I.	Sample Bell Schedule
Appendix J.	Course Objectives and ELD Strategies
Appendix K.	Sample Kindergarten Long-Term Plan
Appendix L.	Strategies and Outcomes for At-Risk Students and At-Risk Students Entering Kindergarten
Appendix M.	High Performing Students
Appendix N.	504 Policy, Administrative Regulations, and Parent/Student Rights
Appendix O.	Grimmway Academy Articles of Incorporation, Bylaws, and Conflict of Interest Code
Appendix P.	Grimmway Education Foundation Articles of Incorporation and Certificate of Amendment
Appendix Q.	Leadership Training
Appendix R.	Health and Safety Policies
Appendix S.	Sexual Harassment Policy
Appendix T.	Community Outreach Initiatives
Appendix U.	Grimmway Academy Open Enrollment Announcements in English and Spanish
Appendix V.	Parent Commitment Letter
Appendix W.	Budget, Assumptions, and 3-Year Projection
Appendix X.	References to Research in Grimmway Academy Charter

## **AFFIRMATIONS AND DECLARATION**

Grimmway Academy Charter School (“Grimmway Academy” or the “Charter School”), authorized by the Kern County Board of Education (“KCBE”) with oversight by the Kern County Superintendent of Schools (“KCSOS”) (collectively, the “County”) and located within the boundaries of the Arvin Union School District (“AUSD” or the “District”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Grimmway Schools declares that it shall be deemed the exclusive public-school employer of the employees of Grimmway Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Section 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



## EXECUTIVE SUMMARY

Grimmway Academy (GA) first opened in Arvin in 2011 and was awarded the honor of California Distinguished School in 2013. 92% of Grimmway kindergarten students are ending the year above grade level (65% of Kindergarteners are ELL), and nearly 50% of students meet or exceed standards in English Language Arts. In the Spring of 2017, the Arvin Academy promoted the first group of eighth grade students into high school, with over 50% of the students performing at or above proficiency in both math and English, as well as exceeding the national average in math and reading scores (NWEA Spring 2016).

GA is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The goal of GA 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.

GA enrolls approximately 90 students per grade per year in grades Kindergarten through sixth, and 80 students per grade per year in grades seventh through eighth, with an end goal of educating approximately 800 students annually in grades K-8. Our student population is 38.1% English learner (EL), 85.4% Socioeconomically Disadvantaged and 8.6% Special Education. 94.5% of our students are Hispanic.

GA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness.

Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is grown in the garden and prepared in the kitchen.

Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.

We at GA are motivated by four core values:

- High Expectations
- Health and Wellness
- Perseverance
- Joy

The following goals encompass our vision:

- Providing a school choice for families that have limited English language skills and are economically disadvantaged.
- Enabling incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they promote to 9th grade.
- Educate our scholars to be self-motivated, competent, and lifelong learners, and have a deep love of reading.

- Providing the parents in the Arvin Community an educational pathway to position their children to be eligible for attending a four-year college.
- Include a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future.
- Encouraging our students to become leaders in their community and to return to Kern County (and specifically to Arvin) to help others achieve their goals.

### **An Extended School Day & High Expectations**

Our typical students will be economically disadvantaged English Learners who arrive at Kindergarten 1.5 academic years behind their peers (see Appendix A, Grimmway Academy English Learner Program). By providing an extended school day from 7:55 a.m. to 3:40 p.m. for kindergarten through eighth grade, plus an optional additional two hours after school, we give our students extra school time to catch up academically. In order to catch up, we expect students to make Significant Gains—that is 1.5 years of academic progress for each of their initial years (K-2) at Grimmway Academy. This rate of progress will allow our incoming kindergarten students to achieve at grade-level by the end of second grade. The same expectations will be placed upon newly enrolled older students (third through seventh grade) that are significantly below grade level. Upon promotion, they will leave the Charter School at or above grade level as measured by Common Core state testing and/or the Smarter Balanced Assessment Consortium (SBAC). Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key. (Sanders and Rivers, 1996; Haycock, 1999)

### **Approach to Instruction and Teacher Development**

Grimmway Academy teachers will all hold an appropriate California credential or relevant certification and utilize a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional homeroom; however, the students will move to different teachers throughout the day. The students in grades Kindergarten through sixth grade have one teacher each day who focuses on literacy instruction, a teacher in the learning lab focusing on and personalized learning, including interventions and/or enrichment, , one teacher who focuses primarily on English Language Arts (ELA) and social studies instruction, and one teacher who focus primarily on STEM instruction. This teaming approach allows the teachers to develop deep subject matter knowledge and an ability to diagnose and intervene with even the most struggling students. In the seventh and eighth grades, teachers have their own instructional homeroom and students have one teacher for each instructional block; Math, English, Social Studies, Science.

In the 2018-2019 school year, we added full-time, full-release instructional coaches for every teacher, regardless of experience level. Not only do these coaches serve the formal role as a mentor for teachers in the KCSOS Induction Program, but they also provide support and feedback for each teacher in a non-evaluative context. We also began a two- year cycle of training for our instructional coaches through our partnership with the New Teacher Center (NTC). Our goal is to ensure multiple opportunities for intentional feedback and subsequent professional growth through teachers' interactions with their instructional coach and site leadership.

Beginning in the 2019-2020 school year, we have added a Small Group Instructor (position) that provides instructional support for classroom teachers as well as in the Learning Lab.

To ensure that we have the most effective teachers possible in the classroom, we are cognizant of the importance of intentional recruitment and the continued professional growth play in ensuring

that we have the most effective teachers in every classroom. Site administration is responsible for developing the professional capacity of our teachers, through mentoring, professional learning opportunities, and collaboration with our educational partners and consultants.

In addition to the significant professional learning and development opportunities, we also understand the value of creating a pathway for career growth and advancement for teachers who are prepared for and seeking greater leadership opportunities. These pathways include teacher lead positions, instructional coach positions, opportunities to develop professional learning experiences for colleagues, and extra-curricular opportunities.

### **Community Involvement**

In order to achieve our extremely high expectations, it is crucial that our families help us to motivate their students to engage fully in their learning on a daily basis, come to school alert and prepared, and reinforce the Grimmway Academy values. We accomplish this by partnering with our school community, beginning each school year by teachers setting up a visit to each students' home. The intent of these visits is to begin to establish a collaborative relationship with parents that acknowledges the powerful impact on student learning that such an intentional partnership may foster. We expect significant parent attendance at our school meetings, and we will have many special events during the year to draw families in such as family health fairs, community BBQ, family cooking nights, and through our extra-curricular music and athletic programs.

### **Individualization for Each Student**

The final distinctive characteristic of Grimmway Academy lies in its focus on each child. All students create ILP's (Individualized Learning Plans) with their homeroom teacher and parents. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP is also used in the Learning Lab to inform Grimmway Academy's model is a full Response to Intervention, providing three tiers of intervention for students in need of additional assistance. Regular cycles of interim assessment results will be analyzed to identify students who are failing to make adequate progress in reaching the Charter School's goal for Significant Gains. Individualized Learning Plans ("ILP") will be updated to reflect areas of strength and weakness and explicit classroom modifications, areas to target in our computer curriculum, and specific goals and methods for tutors. The first tier of intervention will be in the classroom and Learning Lab. Guided Reading groups will be used to deliver these more individualized objectives during normal classroom instruction. Grimmway Academy will conduct Learning Lab throughout the day, in which each class of students will rotate through Literacy and Math Computer centers. In the Computer center, a student's interim assessment results will be used to create a specific online intervention program for that student by the Administration and teacher. The second tier of intervention occurs in small groups within the Learning Lab, where students are grouped based on their specific needs. These groups will be led by Instructional Assistants who will deliver intervention curriculum and collect data on student progress, which will be shared with the classroom teacher. Students in tier two who are failing to make adequate progress towards will enter the Student Success Team (SST) process and will continue to receive tier two supports plus additional accommodations in the general education classroom. As GA continues to evolve its educational model, we are currently engaged in the process of shifting from an RTI model to an MTSS approach.

If Learning Lab, small group instruction, and classroom accommodations fail to help a student make adequate progress, the Student Success Team will meet to determine possible referral to Special Education individualized education program ("IEP") process. This will allow the student to receive individualized attention and the services of specialists. Providing these three levels of

intervention will allow Grimmway Academy to serve the most struggling students more effectively than traditional elementary schools.

## **Recent Accomplishments of Grimmway Academy**

### **Student Achievement**

GA has a solid record of academic growth over time, meeting or exceeding the performance of similar schools in the surrounding community. In 2013, Grimmway Academy Arvin had a 52-point increase in API, earning an API of 840. Also, in 2013, the Charter school was ranked 10 in the Similar Schools category and 7 in the Statewide Category. Additionally, the percent of English Language Learners scoring Early Advanced or Advanced on the CELDT doubled from 2013 to 2014, increasing from 21% to 42%.

Student achievement at GA has remained strong throughout its history. In 2015, 58% of students scored proficient on the end of the year STAR reading assessment and 65% scored proficient on the STAR Math assessment. Grimmway School's goal is to close the achievement gap by making significant gains with students in math and reading. In 2015, average student growth in reading and math exceeded 1 year. Additionally, over 30% of students made 1.5+ year's growth in math or reading, as measured by STAR assessments. GA also has maintained a high student retention rate. Since 2014, GA has averaged 96% student retention rate from year to year.

GA is serving its socio-economically disadvantaged student population. Over a three-year period (2016-2018), GA outperformed Arvin Union SD, Kern County, and the State of California in terms of the average percent of students meeting or exceeding the standards in both Mathematics and English Language Arts on the CAASPP assessments.

### **School Awards**

- Grimmway Academy was named as one of California's 2014 Distinguished Schools by the California Department of Education. The award recognized the school's Parental Involvement and Blended Learning Program. GA was also among 30 schools statewide to receive an Exemplary Recognition Award for its Physical Activity and Nutrition Programs.
- Grimmway Academy received the 2015 Organic Waste Award from the State of California. The GA Cafe teaches students to separate and recycle waste. The Edible Schoolyard staff also leads the campus recycling club and emphasizes making "green choices" through their curriculum.
- In 2015, GA was awarded a \$20k Verizon grant for STEM innovation.

- Since 2016, have finished in 1<sup>st</sup> place overall each year in the Arvin High School Math Field Day competition.
- The Grimmway Academy Cafe won the Meatless Monday Vegan Recipe Contest awarded by the Humane Society of the United States.
- Manuel Miranda, May 2017 Kern County KCSOS Teacher of the Year
- Facilities Manager Jorge Jimenez was awarded a “Safe Water” award from the City of Arvin through the SWRCB Interim Solutions Program.
- Carmen Dias recognized by the Smithsonian Center for Folklife and Cultural Heritage (Dec. 2018 article)

### **Student Awards**

- Students from Grimmway Academy competed in the County Science Fair for the first time in 2015.
- A team of Grimmway Academy students also competed in the Kern County Battle of the Books, earning several awards in the 2015 competition.
- Students from Grimmway Academy compete annually in the Kern County Math Competition as well as the Arvin High School Math Competition. Winning several awards each year at the county level and first place at the Arvin High School competition for the last three years.
- 2016 Kern County History Day Competition Student Finalist
- 2017: Science Award along with a \$900 scholarship to attend a STEM camp for girls at Fresno State University.
- 2017: 1st place in the in Astronomy, Earth, and Environmental Science at the KCSOS Regional Science Fair,
- 2019: 2nd place in Environmental Engineering in 2019 at the KCSOS Regional Science Fair in
- 2017: 2nd place in Engineering and Applied Mathematics at the KCSOS Regional Science Fair.
- 2017: Honorable Mention in the Products Science category at the KCSOS Regional Science Fair

## **Fiscal Reserve**

Through conservative budgeting and financial practices, the school has grown its financial reserve to above industry standards, providing sufficient resources to combat any potential future funding deficits from the state of California. In addition, through fiscal year 2018-2019, the school has no long-term debt on its balance sheet.

## **Audits**

Grimmway Academy has been reviewed annually by the Kern County Superintendent of Schools as part of their Charter School Oversight Process, and each visit and final report has been free from negative findings.

Grimmway Academy was contracted with Vicenti, Lloyd & Stutzman LLP from 2014-2017 and now CliftonLarsonAllen LLP to conduct the annual school fiscal audit. To date, there have been no findings. Grimmway Academy consistently reflects fiscal responsibility and transparency to our stakeholders.

The National School Lunch Program was reviewed in the 2017-2018 school year and resulted in minimal findings, which were rectified immediately.

## **Grimmway Academy and the Grimm Family Education Foundation**

The Grimm Family Education Foundation (the "Foundation") guarantees a financial commitment that supports the Charter School's initial development and growth over time. The Foundation has committed funds for facilities acquisition while simultaneously promising to close budget shortfalls associated with any charter startup and development costs not covered by standard public education funding. This very generous commitment builds on a history of educational funding initiatives that have addressed the educational needs of students throughout the state. Since 2001, in addition to the support provided by Grimmway Enterprises, the Rodney Grimm Family Foundation has donated monies to educational programs supporting student achievement in K - 12 settings, as well as, higher education, throughout Kern County. Barbara Grimm Marshall serves as president of the Rodney Grimm Family Foundation.

The Grimm Family Education Foundation has no financial interests in the Grimmway Academy, maintaining a legally distinct role as a source of funding for costs related to educational programs with the sole operational responsibility of for determining the composition of the Board of Directors. (See Governance, Section IV.)

Attached as Appendix C, please find a letter of support for Grimmway Academy from the Grimm Family Education Foundation.

## **ANALYSIS OF THE LAST TERM AND CHARTER RENEWAL CRITERIA**

### **Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)**

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

*Such increases are documented below.*

**AND**

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

*The alternative measures that show increases at the Charter School are documented below.*

**OR**

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

*This determination, which requires a comparison to other public schools, is documented below.*

**AND**

4. Title 5, California Code of Regulations Section 11966.5(c)(1) states: “When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

*This requirement is met through the documentation presented in the charter renewal petition and appendices.*

**The following shall serve as documentation confirming that Grimmway Academy meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3), 52052(f), and 47607(b)(4) (Also see Appendix B: CDE DataQuest/CAASPP Reports):**

**Analysis of Grimmway Academy data satisfying Education Code Section 47607(a)(3):**

*“The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.”*

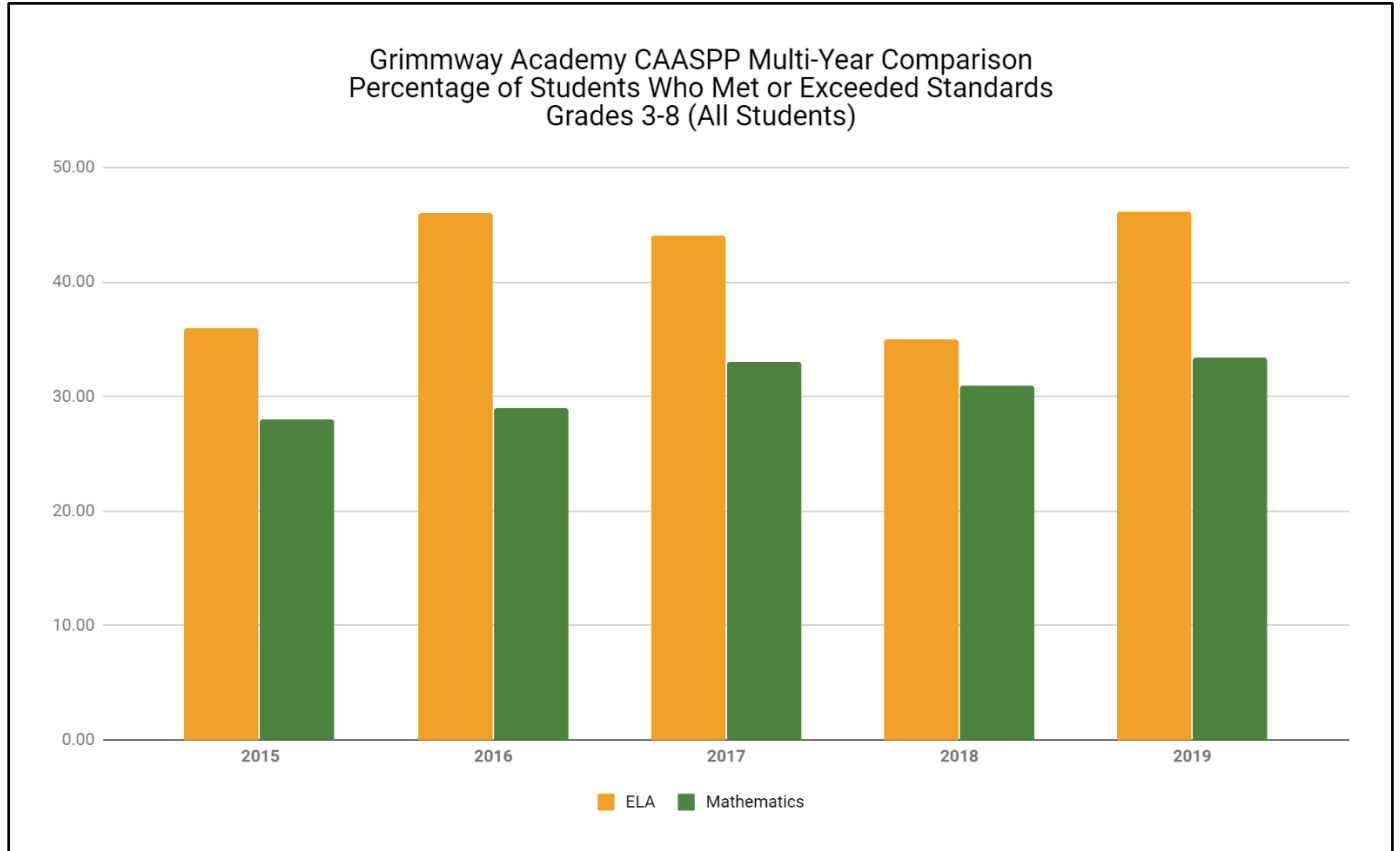
Grimmway Schools have seen increases in pupil academic achievement for all groups since the most recent petition renewal in 2015, including the following numerically significant pupil subgroup as defined by Sec. 52052:

- Hispanic or Latino
- Socioeconomically disadvantaged pupils
- Pupils with Disabilities



The following charts provide the CAASPP data satisfying Education Code Section 47607(a)(3):

**All Students**

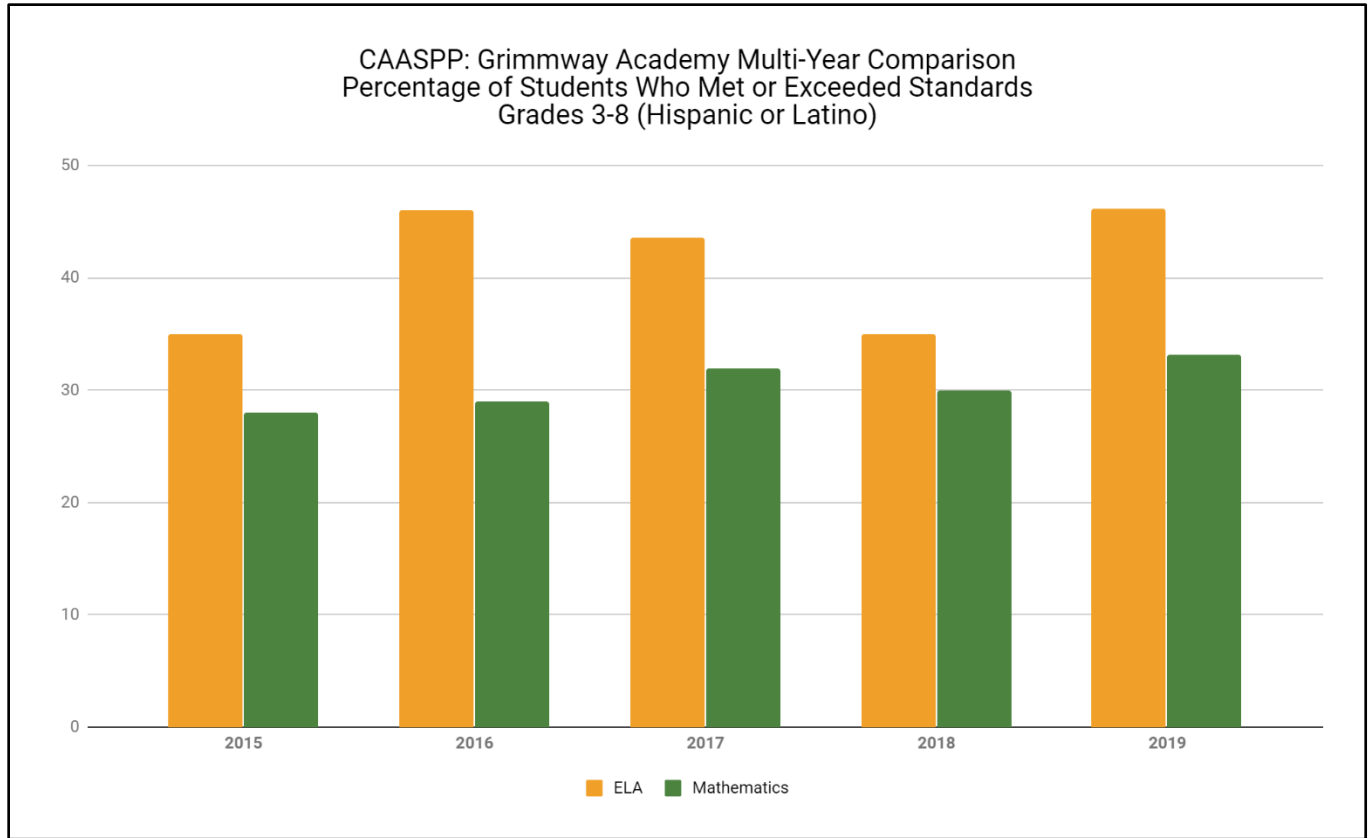


Grimmway Academy CAASPP Grades 3-8 (All Students)	2015*	2016*	2017*	2018*	2019**
ELA	36.00%	46.00%	44.00%	35.00%	46.11%
Mathematics	28.00%	29.00%	33.00%	31.00%	33.40%

\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)

## Hispanic or Latino

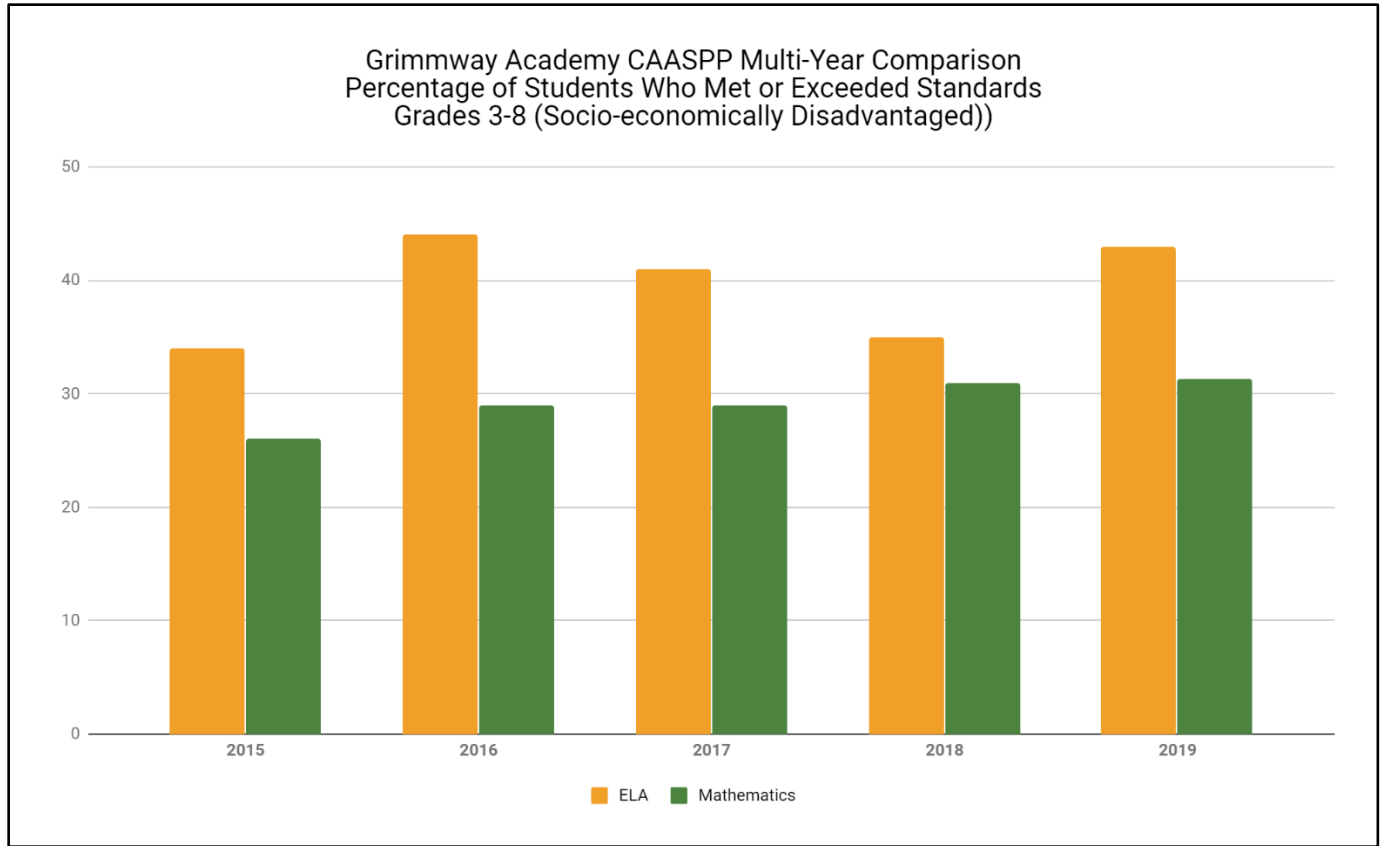


Grimmway Academy CAASPP- Grades 3-8 (Hispanic or Latino)	2015*	2016*	2017*	2018*	2019**
ELA	35%	46%	43.5%	35.04%	46.11%
Mathematics	28%	29%	31.91%	29.96%	33.2%

\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)

**Socioeconomically Disadvantaged Pupils**

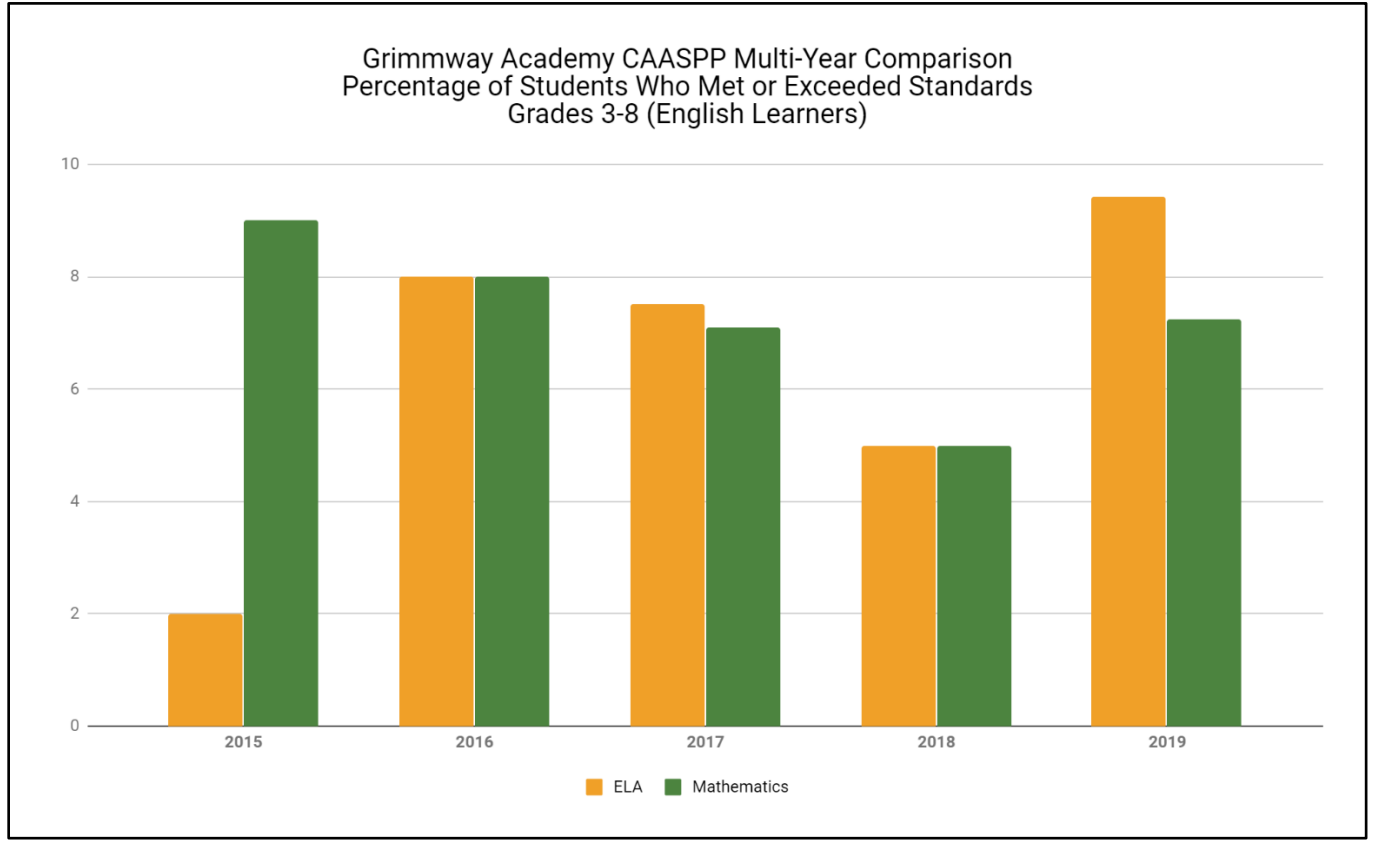


CAASPP- Grimmway Academy Grades 3-8 (Socioeconomically Disadvantaged)	2015*	2016*	2017*	2018*	2019**
ELA	34%	44%	41%	35%	42.89%
Mathematics	26%	29%	29%	31%	31.33%

\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)

**English Learners**

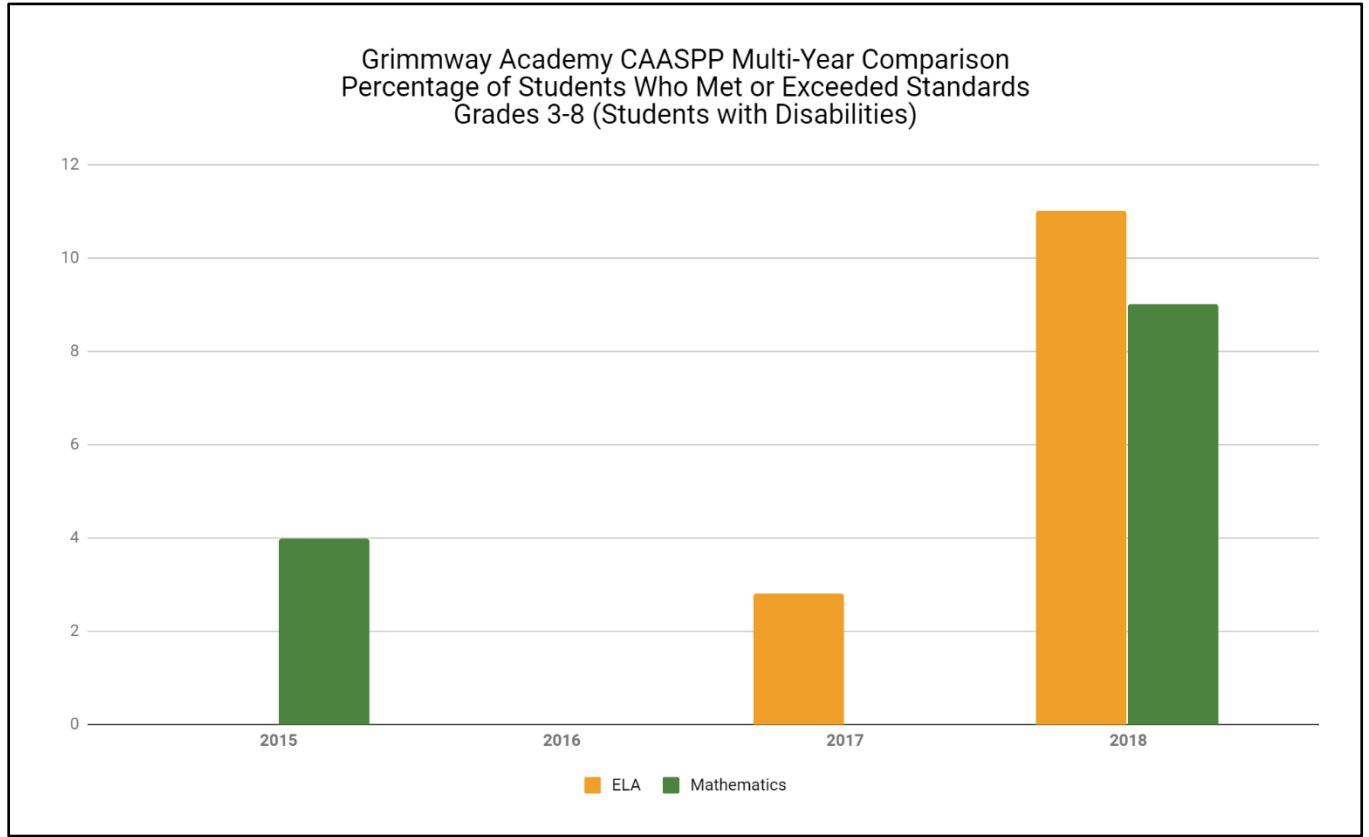


Grimmway Academy CAASPP- Grades 3-8 (English Learner)	2015*	2016*	2017*	2018*	2019*
ELA	2.0%	8.0%	7.5%	5%	9.42%
Mathematics	9.0%	8.0%	7.1%	5%	7.24%

\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)

**Students with Disabilities**



Grimmway Academy CAASPP- Grades 3-8 (SPED)	2015**	2016	2017	2018
ELA	0%	0%	2.8%	11%
Mathematics	4.0%	0%	0%	9%
<i>*Number of exams administered</i>	24**	35	36	45

*\*data from caaspp.cde.ca.gov*

*\*\* not a statistically significant subgroup*

**Analysis of Grimmway Academy data satisfying Education Code Section 47607(b)(4):**

*“The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”*

Grimmway Academy’s academic performance is at least equal to the academic performance of public schools that Grimmway Academy pupils would otherwise have been required to attend. as well as the academic performance of the school district in which the charter school is located, taking into account the composition of the pupil population that is served at Grimmway Academy. Since students in charter schools have a choice to attend and are not required, we selected Wonderful College Prep as a comparison given that it is also a charter school in order to have an appropriate comparison.

***Comparison schools that are Demographically Similar:***

**Percentage of Socioeconomically Disadvantaged Students**

	2016	2017	2018	2019
Grimmway Academy	88.8%	82.7%	85.4%	85.4%
Bear Mountain Elementary (Arvin Union)	96.3%	96.7%	96.3%	97.0%
El Camino Real Elementary (Arvin Union)	92.3%	92.8%	92.8%	92.8%
Sierra Vista Elementary (Arvin Union)	95.2%	96%	97.9%	97.2%
Wonderful College Prep Academy (KCSOS)	89.7%	81.4%	89.4%	83.8%
Haven Drive Middle School (Arvin Union)	95.5%	96.5%	98.5%	98.8%

*\*most recent data available on DataQuest*

### Percentage of English Learners

	2016	2017	2018	2019
Grimmway Academy	43%	40.8%	34%	38.1%
Bear Mountain Elementary (Arvin Union)	70.9%	74.5%	73.7%	71.9%
El Camino Real Elementary (Arvin Union)	73%	72.8%	68.3%	67.2%
Sierra Vista Elementary (Arvin Union)	79.1%	79.1%	76%	74.0%
Wonderful College Prep Academy (KCSOS)	23.4%	24.6%	30.2%	33.5%
Haven Drive Middle School (Arvin Union)	32.2%	42.1%	46.8%	50.8%

*\*most recent data available on DataQuest*

### Percentage of Hispanic or Latino Students

	2016	2017	2018	2019
Grimmway Academy	94.1%	93.9%	93.3%	94.5%
Bear Mountain Elementary (Arvin Union)	96.1%	96.1%	97.4%	97.3%
El Camino Real Elementary (Arvin Union)	94.2%	94.4%	94.6%	95.6%
Sierra Vista Elementary (Arvin Union)	95.8%	96.1%	96.2%	96.5%
Wonderful College Prep Academy (KCSOS)	93.5%	93.5%	92.7%	93.8%
Haven Drive Middle School (Arvin Union)	97%	97.4%	96%	95.4%

*\*most recent data available on DataQuest*

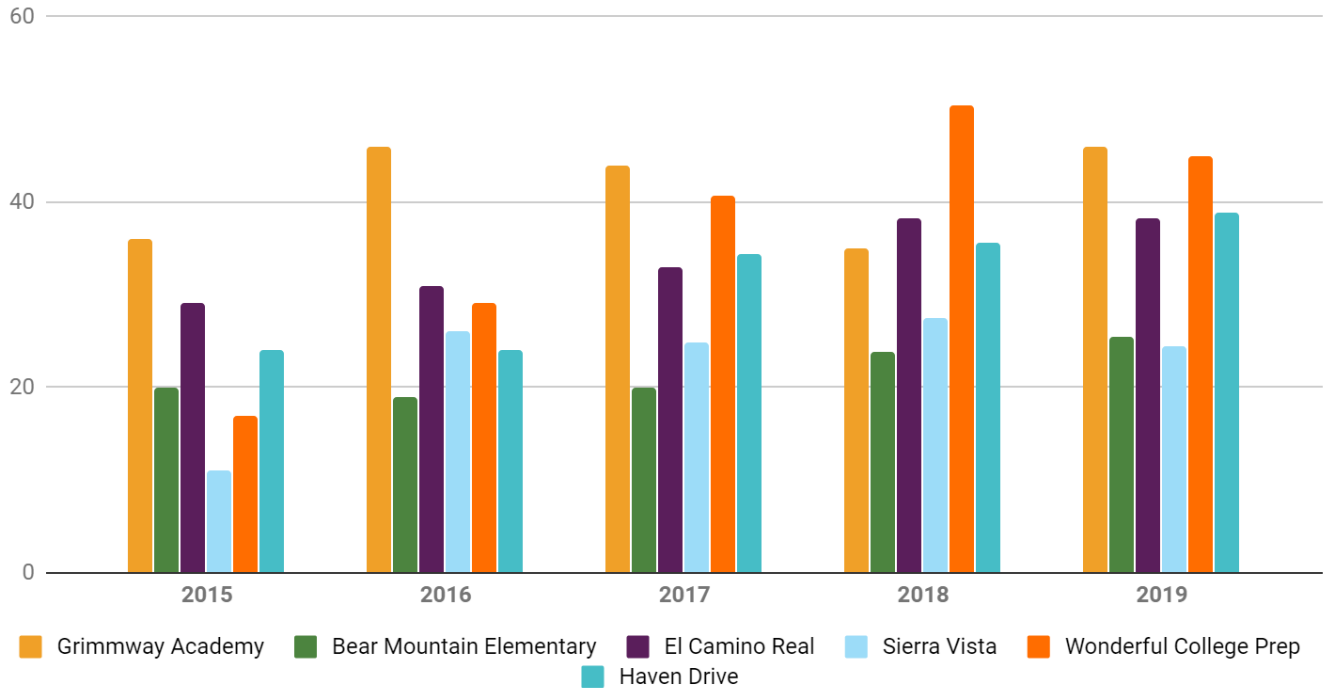
**Percentage of Students with Disabilities**

	2016	2017	2018	2019
Grimmway Academy	7.6%	6.7%	7.9%	8.6%
Bear Mountain Elementary (Arvin Union)	9.9%	8.7%	7.3%	9.6%
El Camino Real Elementary (Arvin Union)	5.1%	5.5%	5.5%	6.7%
Sierra Vista Elementary (Arvin Union)	11.0%	9.0%	9.6%	9.2%
Wonderful College Prep Academy (KCSOS)	6.2%	7.6%	6.2%	5.7%
Haven Drive Middle School (Arvin Union)	6.8%	8.3%	8.4%	9.0%

*\*most recent data available on DataQuest*



## CAASPP English-Language Arts Multi-Year Comparison Percentage of Students Who Met or Exceeded Standards



CAASPP- ELA Grades 3-8	2015*	2016*	2017*	2018*	2019**
Grimmway Academy (Grades 3-8)~	36%	46%	44%	35%	46.11%
Bear Mountain Elementary (Grades 3-6)	20%	19%	19.85%	23.72%	25.36%
El Camino Real (Grades 3-6)	29%	31%	33%	38.22%	38.16%
Sierra Vista (Grades 3-6)	11%	26%	24.83%	27.47%	24.45%
Wonderful College Prep^	17%	29%	40.75%	50.45%	44.85%
Haven Drive (Grades 7-8)	24%	24%	34.42%	35.52%	38.91%

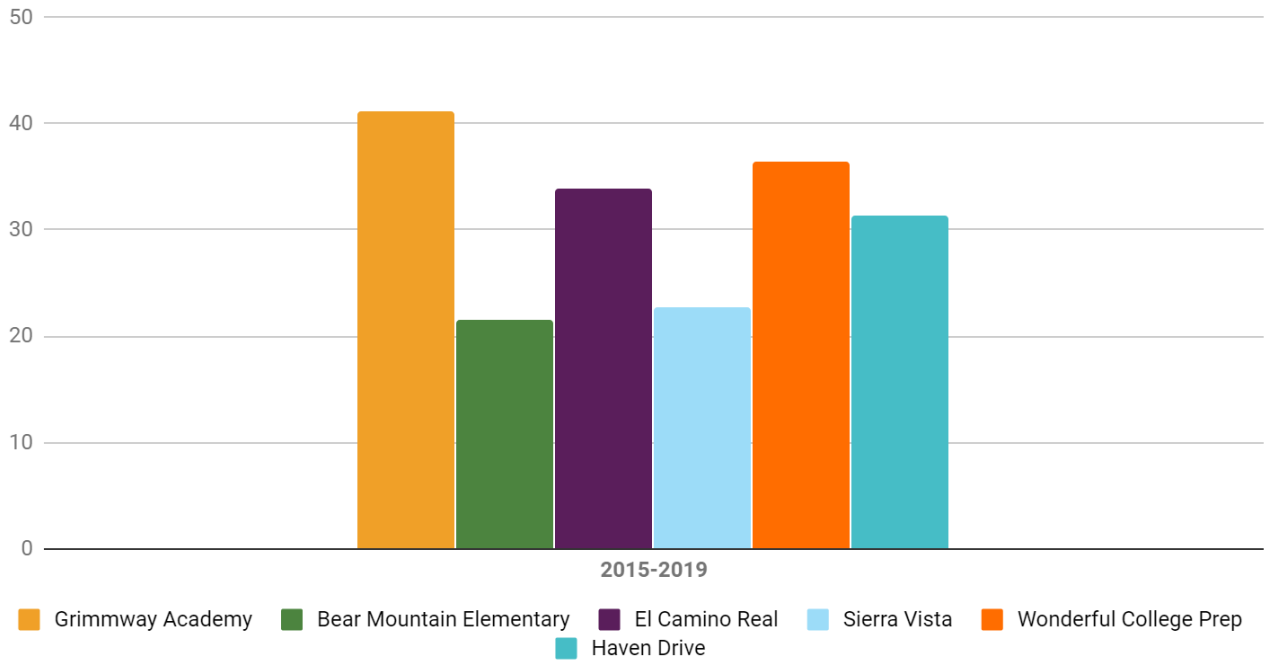
\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)

~ 2016: Grades 3-7

^ 2016, 2017: Grades 6-8, 11; 2018,2019: Grades 3-8, 11

### CAASPP English-Language Arts Multi-Year Average Percentage of Students Who Met or Exceeded Standards



CAASPP- ELA Grades (Averages)	2015-2019
Grimmway Academy (Grades 3-8)~	41.14%
Bear Mountain Elementary (Grades 3-6)	21.59%
El Camino Real (Grades 3-6)	33.88%
Sierra Vista (Grades 3-6)	22.75%
Wonderful College Prep^	36.41%
Haven Drive (Grades 7-8)	31.37%

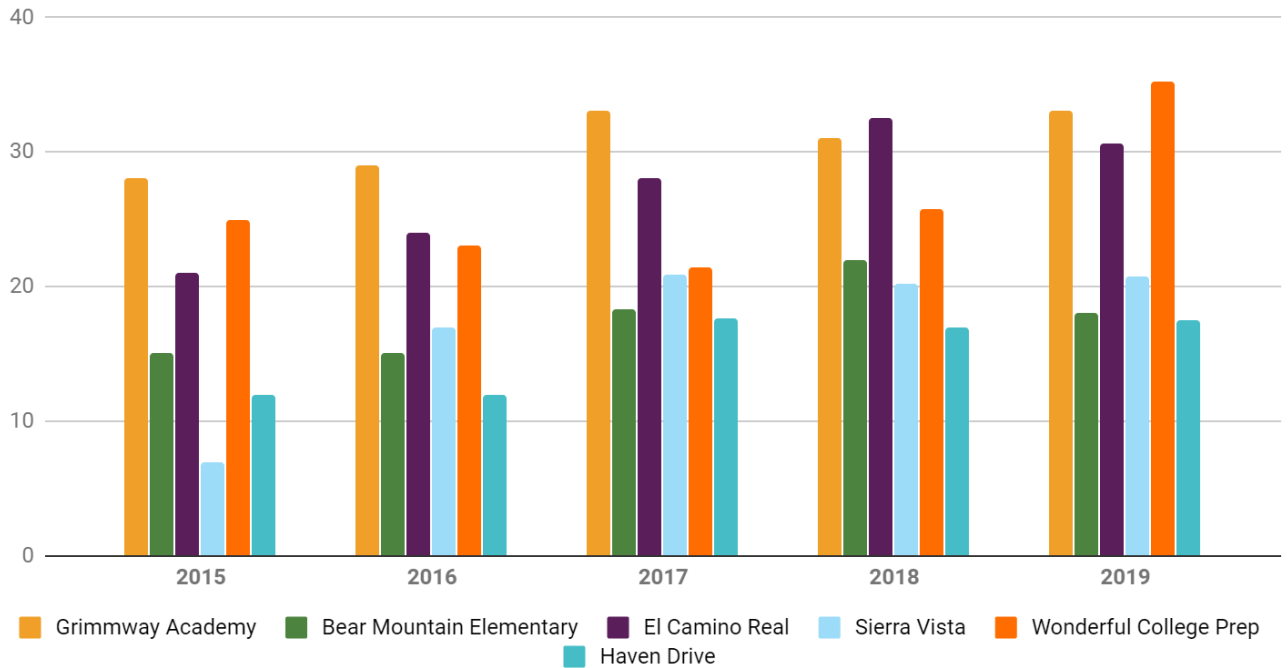
\*2015-2018 data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*2019 data from [preview.cde.cde.ca.gov](http://preview.cde.cde.ca.gov)

~ 2016: Grades 3-7

^ 2016, 2017: Grades 6-8, 11; 2018,2019: Grades 3-8, 11

### CAASPP Mathematics Multi-Year Comparison Percentage of Students Who Met or Exceeded Standards



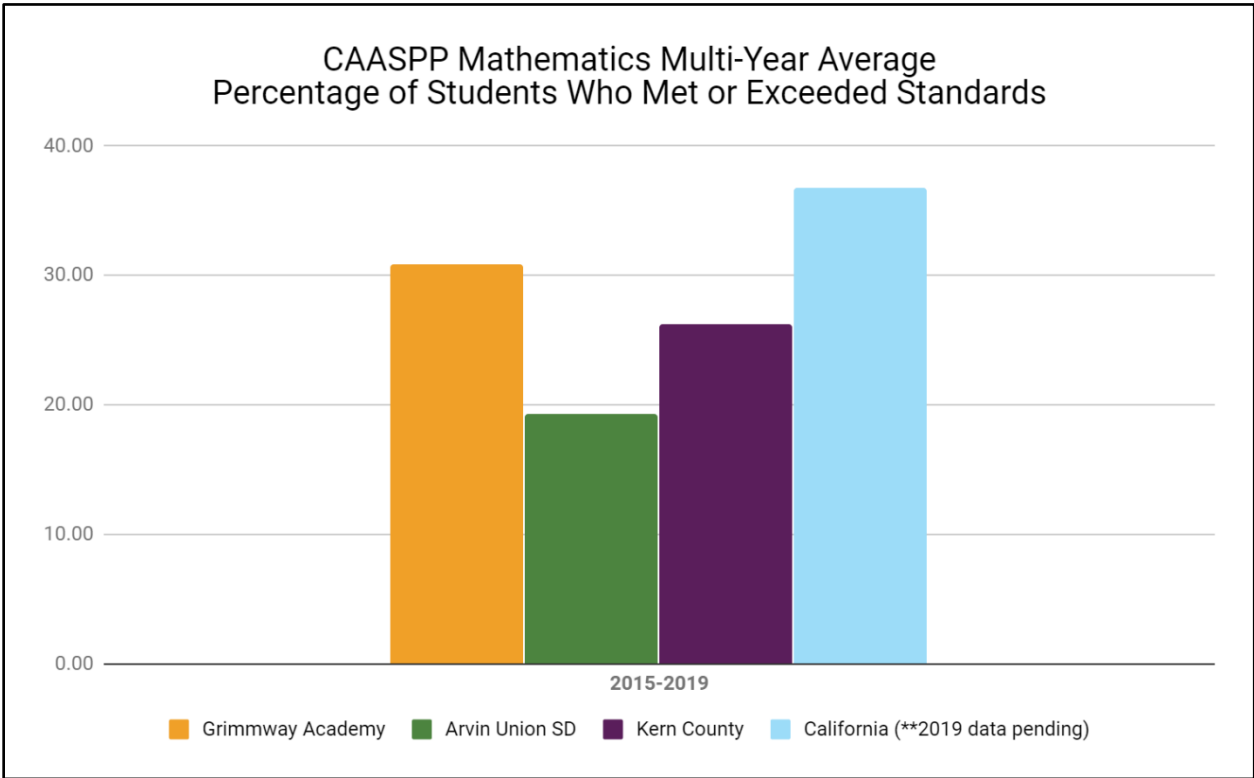
CAASPP-Mathematics	2015*	2016*	2017*	2018*	2019**
Grimmway Academy (Grades 3-8)~	28%	29%	33%	31%	33%
Bear Mountain Elementary (Grades 3-6)	15%	15%	18.34%	21.94%	17.99%
El Camino Real (Grades 3-6)	21%	24%	28.09%	32.48%	30.69%
Sierra Vista (Grades 3-6)	7%	17%	20.91%	20.26%	20.8%
Wonderful College Prep^	25%	23%	21.45%	25.82%	35.26%
Haven Drive (Grades 7-8)	12%	12%	17.65%	17.01%	17.49%

\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)

~ 2016: Grades 3-7

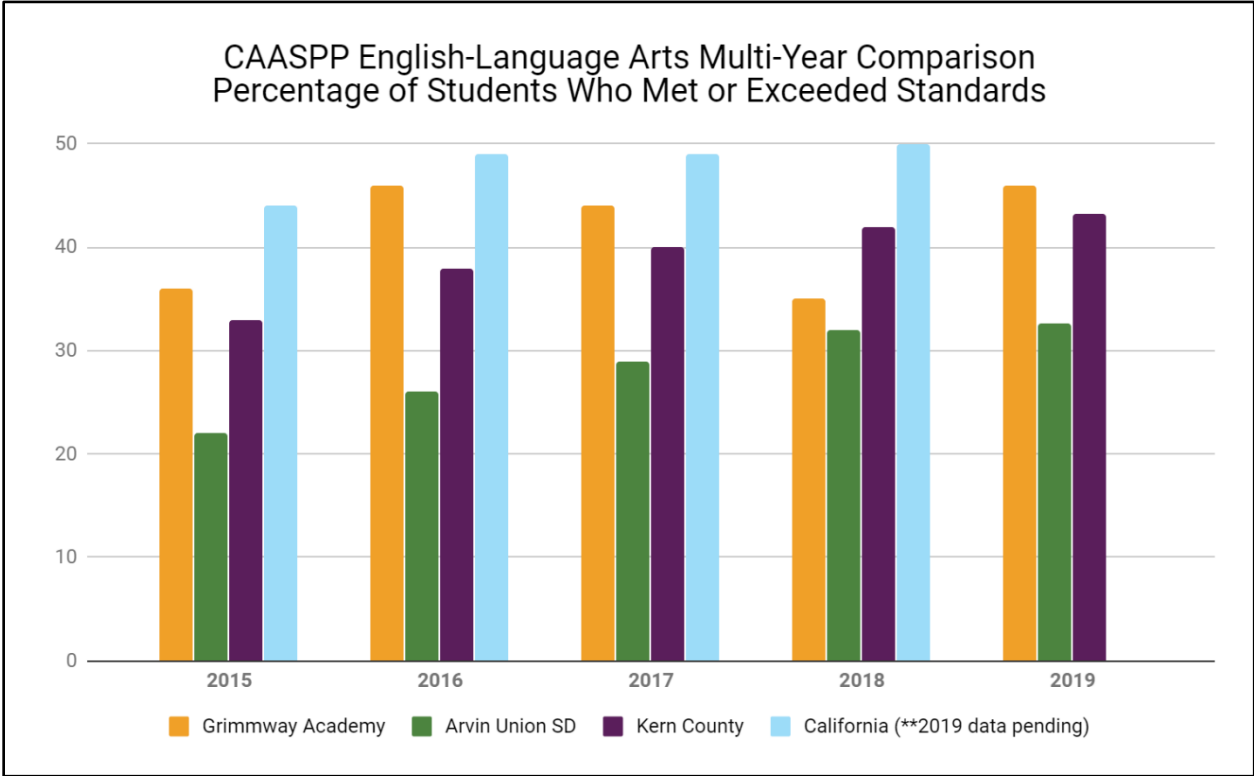
^ 2016, 2017: Grades 6-8, 11; 2018,2019: Grades 3-8, 11



CAASPP- ELA (Averages)	2015-2019
Grimmway Academy	30.8%
Arvin Union SD	17.65%
Kern County	27.25%
California (**2019 data pending)	17.19%

*\*data from caaspp.cde.ca.gov*

*\*\*data from preview.cde.cde.ca.gov*

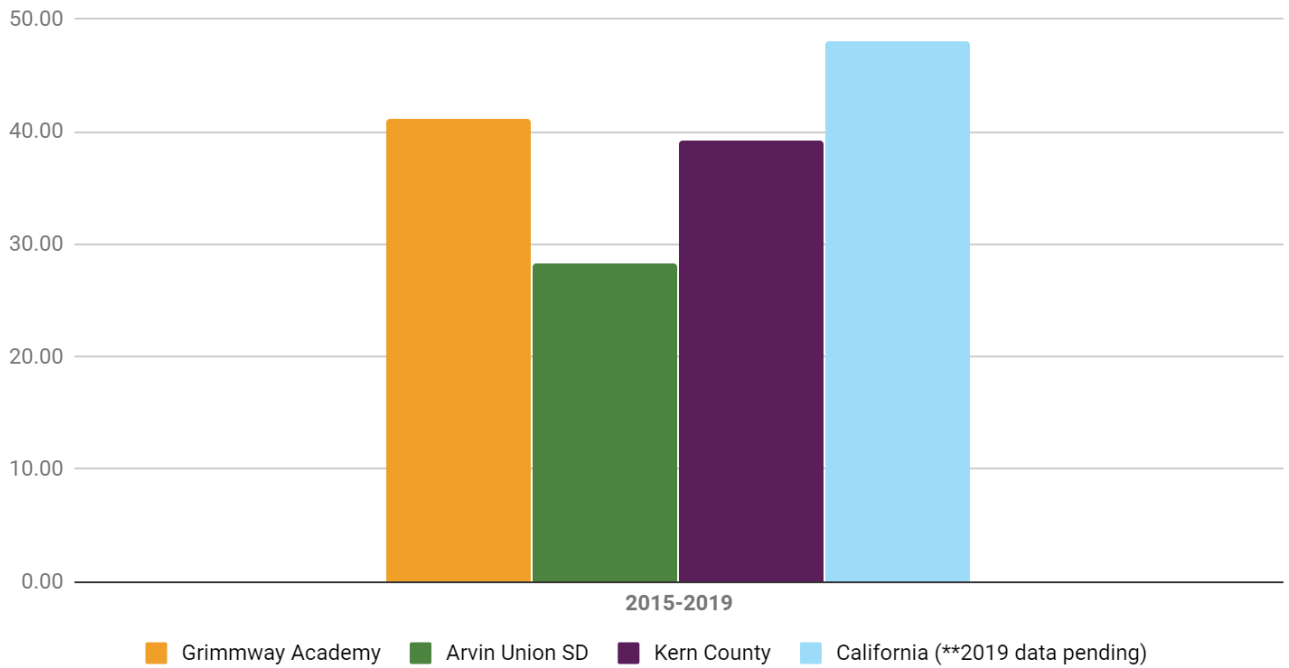


CAASPP- ELA Grades	2015*	2016*	2017*	2018*	2019**
Grimmway Academy	36%	46%	44%	35%	46%
Arvin Union SD	22%	26%	29%	32%	33%
Kern County	33%	38%	40%	42%	43%
California (**2019 data pending)	44%	49%	49%	50%	--

\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)

### CAASPP English-Language Arts Multi-Year Average Percentage of Students Who Met or Exceeded Standards

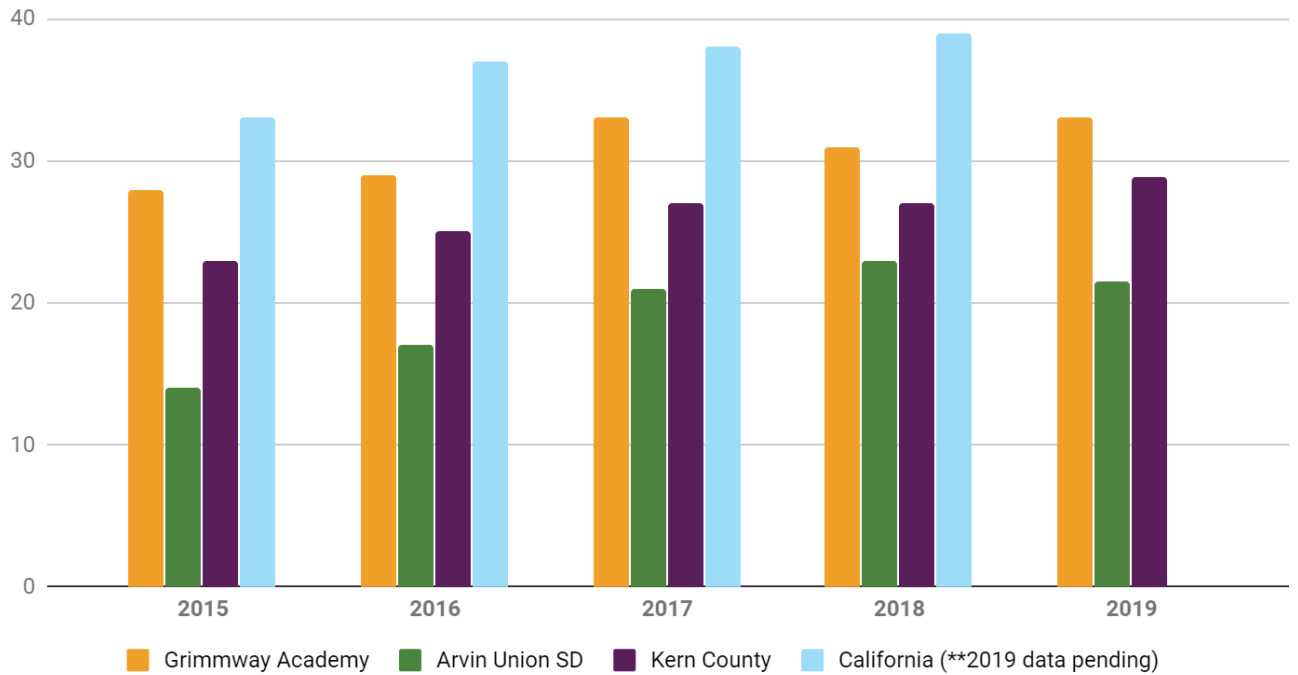


CAASPP- ELA (Averages)	2015-2019
Grimmway Academy	41.14%
Arvin Union SD	28.33%
Kern County	39.24%
California (**2019 data pending)	48.00%

*\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)*

*\*\*data from [preview.cde.cde.ca.gov](http://preview.cde.cde.ca.gov)*

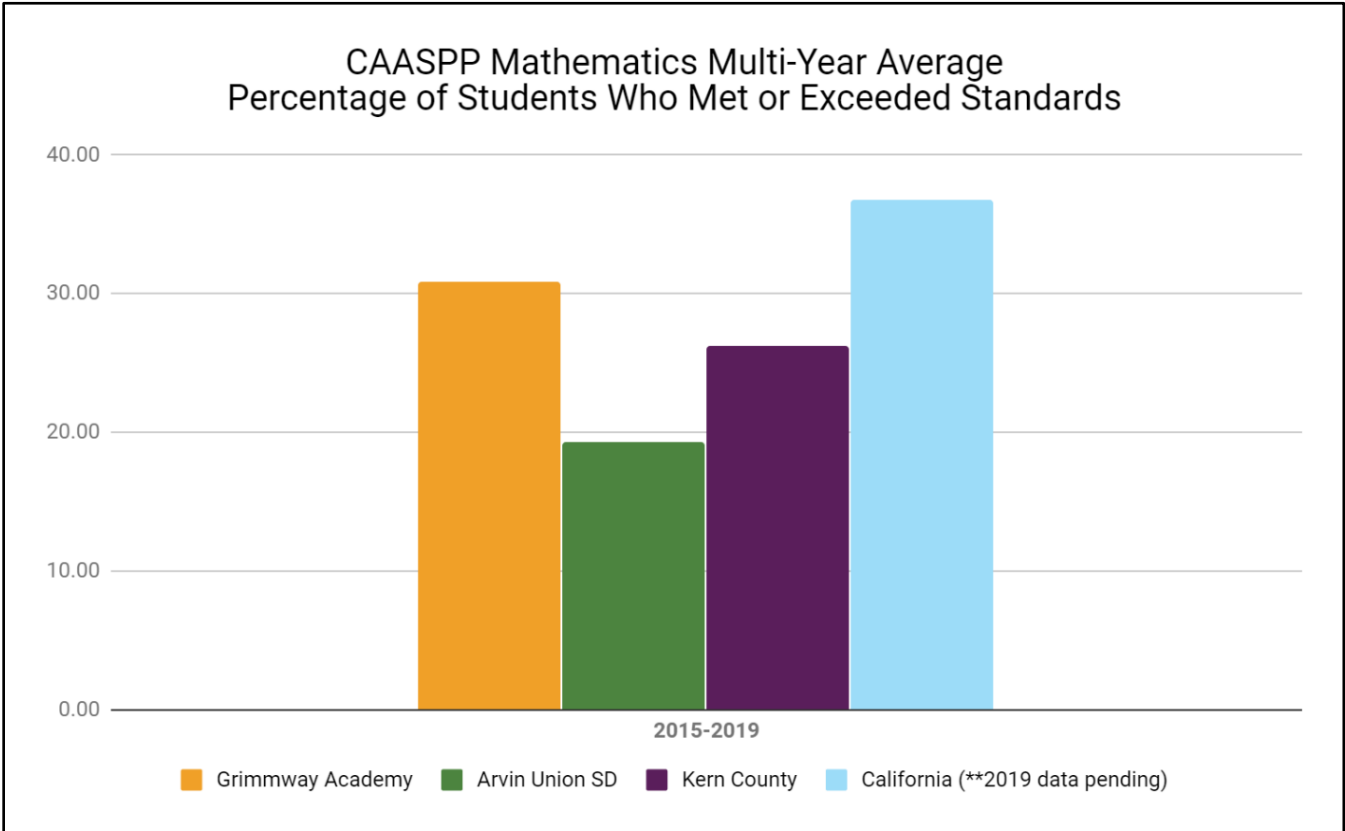
### CAASPP Mathematics Multi-Year Comparison Percentage of Students Who Met or Exceeded Standards



CAASPP- Mathematics	2015*	2016*	2017*	2018*	2019**
Grimmway Academy	28%	29%	33%	31%	33%
Arvin Union SD	14%	17%	21%	23%	21%
Kern County	23%	25%	27%	27%	29%
California (**2019 data pending)	33%	37%	38%	39%	--

\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)



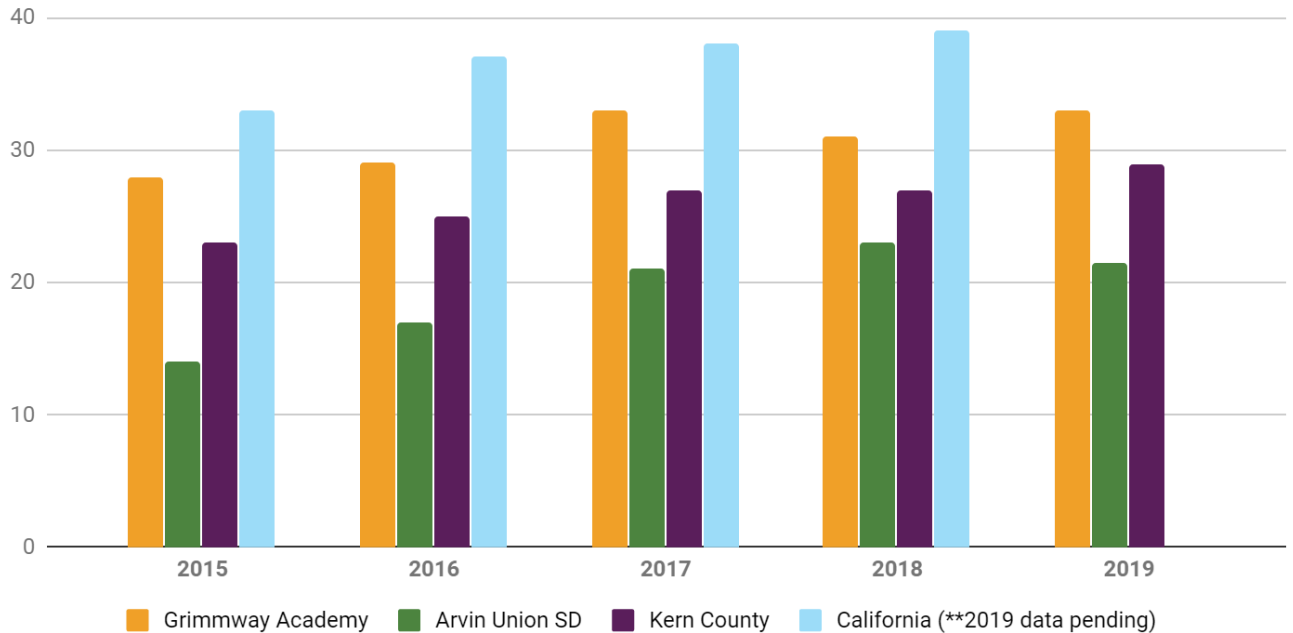
CAASPP- Math Grades (Averages)	2015-2019
Grimmway Academy	30.80%
Arvin Union SD	19.30%
Kern County	26.17%
California (**2019 data pending)	36.75%

*\*data from caaspp.cde.ca.gov*

*\*\*data from preview.cde.cde.ca.gov*



**CAASPP Mathematics Multi-Year Comparison  
Percentage of Students Who Met or Exceeded Standards  
Grades 3-8**

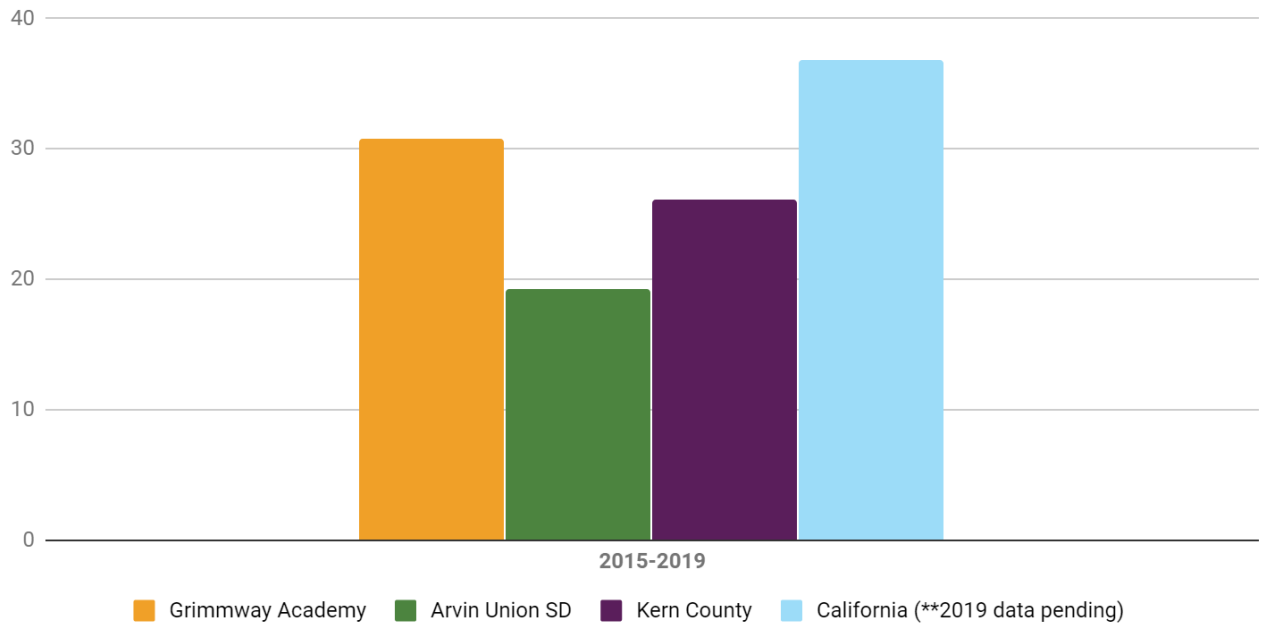


CAASPP- Math Grades 3-8	2015*	2016*	2017*	2018*	2019**
Grimmway Academy	28%	29%	33%	31%	33%
Arvin Union SD	14%	17%	21%	23%	21%
Kern County	23%	25%	27%	27%	29%
California (**2019 data pending)	33%	37%	38%	39%	--

\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)

CAASPP Mathematics Multi-Year Average  
Percentage of Students Who Met or Exceeded Standards  
Grades 3-8



CAASPP- Math Grades 3-8 (Averages)	2015-2019
Grimmway Academy	30.80%
Arvin Union SD	19.30%
Kern County	26.17%
California (**2019 data pending)	36.75%

*\*data from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)*

*\*\*data from [preview.cde.ca.gov](http://preview.cde.ca.gov)*

**Additional Justification for Charter Renewal**

The following data shows the metrics GA satisfied based on the 2018-2019 Annual Update:  
Annual Measurable Outcomes our the 2018-2019 LCAP:

**Goal #1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement.**

Expected	Actual
<p>Metric/Indicator Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)</p> <p>18-19 100% of teachers will be appropriately assigned and fully credentialed in subject areas</p> <p>Baseline 82 % of teachers are appropriately assigned and fully credentialed in subject areas</p>	<p>100% of teachers are appropriately assigned and fully credentialed in subject areas</p>
<p>Metric/Indicator Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a)</p> <p>18-19 100% of Math &amp; English teachers will receive professional development in CCSS</p> <p>Baseline 100% of Math &amp; English teachers received professional development in CCSS.</p>	<p>100% of Math &amp; English teachers received professional development in CCSS</p>
<p>Metric/Indicator Programs and services enable ELs to access core and ELD standards (Priority 2b)</p> <p>18-19 Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials</p> <p>Baseline 100% of ELL students have access to high quality ELD Instruction and support materials.</p>	<p>100% of ELL students have access to high quality ELD Instruction and support materials</p>
<p>Metric/Indicator School facilities maintained in good repair (Priority #1c)</p> <p>18-19 Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report</p> <p>Baseline</p>	<p>All facilities have an overall rating of "exemplary" as indicated on the FIT report</p>

<p>All facilities have an overall rating of "exemplary" as indicated on the FIT report</p>	
<p>Metric/Indicator Students have access to standards-aligned instructional materials (Priority #1b)</p> <p>18-19 Maintain 100% of students have access to standards-aligned instructional materials</p> <p>Baseline 100% of students have access to standards-aligned instructional materials</p>	<p>100% of students have access to standards-aligned instructional materials</p>
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>18-19 At least 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>Baseline 45% of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p>	<p>34.9% of students meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p>
<p>Metric/Indicator NWEA Measures of Academic Progress, nationally normed student achievement assessment (Priority #4b)</p> <p>18-19 Maintain 60% of students at or above 50th percentile in STAR (Priority #4)</p> <p>Maintain 60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)</p> <p>Baseline 44% of students at or above 50th percentile in NWEA Reading.</p>	<p>60% of students met growth targets on NWEA (Priority #4) Transition to ELPAC, growth scores not yet available</p>

<p>Metric/Indicator Access to programs/services by students with exceptional needs (7c)</p> <p>18-19 Maintain 100% of Identified Special Education receiving adequate services as described in their IEP</p> <p>Baseline 100% of Identified Special Education receiving adequate services as described in their IEP</p>	<p>100% of Identified Special Education received adequate services as described in their IEP</p>
<p>Metric/Indicator Extent to which pupils have access to and are enrolled in a broad course of study (Priority #7a)</p> <p>18-19 100% of students have access to Math, ELA, Intervention/enrichment, and extracurricular courses.</p> <p>Baseline 100% of students have access to Math, ELA, Intervention/enrichment, and extracurricular courses.</p>	<p>100% of students have access to Math, ELA, Intervention/enrichment, and extracurricular courses.</p>

**Goal #2: Create collaborative partnerships with parents to improve student achievement**

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> <li>Efforts to promote parent participation (Priority #3c.)</li> </ul> <p>18-19 Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)</p> <p>Baseline</p> <ul style="list-style-type: none"> <li>71% of parents, including parents of students with disabilities &amp; ELLs, completed 30+ hours of parent service.</li> </ul>	<p>65% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)</p>
<p>Metric/Indicator</p> <p>Efforts to seek parent input and decisions making (Priority #3a.)</p> <p>18-19 Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.</p> <p>Baseline Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90%</p>	<p>70% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.</p>
<p>Metric/Indicator</p> <p>Efforts to promote parent participation (Priority #3b.)</p> <p>18-19</p>	<p>Increase in parent participation by 5% from the 17-18 school year.</p>

<p>Increase parent involvement of all parents, including those of unduplicated students by providing translation services, childcare, PTC's 4 times a year and morning, as well as evening sessions.</p> <p>This will increase parent participation by 10% from the 17-18 school year.</p> <p>Baseline Provided translation services 100% of the time for parents/guardians</p>	
<p>Metric/Indicator Suspension rate (Priority #6a.) 18-19 Maintain Suspension rate to be less than 2% (Priority #6) Baseline Suspension rate is 1.9%</p>	<p>Suspension rate 1% (Priority #6)</p>
<p>Metric/Indicator Expulsion rate (Priority #6b.) 18-19 Maintain Expulsion rate to be less than 1% (Priority #6) Baseline Expulsion rate is 0%</p>	<p>Expulsion rate 0% (Priority #6)</p>

**Goal #3: Provide an Environment that Encourages a Healthy Lifestyle**

Expected	Actual
<p>Metric/Indicator Percent of students meeting state targets in Physical Fitness (Priority #8a)  18-19 Maintain 55% of students to meet state targets in physical fitness  Baseline 54.4% of 5th grade students met state targets in Physical Fitness  50% of 7th grade students met state targets in Physical Fitness</p>	<p>88% of students meet state targets in physical fitness</p>

<p>Metric/Indicator Percent of students who participate in the Edible School Yard Program K-6 (Priority #8a)</p> <p>18-19 Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year</p> <p>Baseline 100% of students in K-6 participate in 9 ESY lessons per year</p>	<p>100% of students in K-6 to participated in 12 Edible Schoolyard lessons</p>
<p>Metric/Indicator Number of parents participating in Family Cooking classes (Priority #8a)</p> <p>18-19 Maintain 50 families participating in a family cooking class</p> <p>Baseline 30 families participate in a family cooking class</p>	<p>60 families participated in a family cooking class</p>

## ELEMENT I. EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”*

*“The annual goals, for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”*

*- Education Code Section 47605(b)(5)(A)(i)-(ii)*

### **Mission Statement**

Grimmway Academy, a K-8 public charter school, will close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being.

### **Vision Statement**

Grimmway Academy will transform the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success.

The following goals encompass the vision of the Grimmway Academy:

- Grimmway Academy will provide a school choice for families that have limited English Language skills and are economically disadvantaged.
- Grimmway Academy will enable incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they leave the Charter School.
- Grimmway Academy students will become self-motivated, competent, and lifelong learners.
- Grimmway Academy students will develop a deep love of reading.
- Grimmway Academy will provide the parents in the Arvin Community a path for their children to take in order to have the best chance to attend a four-year college.
- Grimmway Academy will include a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future.
- Grimmway Academy will encourage our students to become leaders in their community and to return to Kern County (and specifically to Arvin) to help others achieve their goals.

### **Academic Cornerstones**

Grimmway Academy has identified the following five cornerstones that enable us to support strong academic outcomes for our scholars:



- Inquiry-based, rigorous instruction
- Data driven
- Connection to environmental stewardship, health, nutrition, and wellness
- Student-centered and personalized learning
- Continuous professional growth of teachers

**Targeted School Population – Whom the Charter School Serves**

The Grimmway Academy is designed to serve students in grades K-8 who are at risk of achieving below basic proficiency in state examinations. It will attract children of parents who seek an alternative to their current educational choices, desire an innovative approach to learning, and share the vision of Grimmway Academy. The geographic area served by the Arvin Union School District is intended to be the principal source of students attending the Charter School. It is comprised of three elementary (K-6) schools and one middle (7-8) school. The demographics of the AUSD are described in the table below:

<b>2018-2019 Enrollment</b>	<b>Hispanic or Latino</b>	<b>White</b>	<b>African American</b>	<b>Asian/ Filipino</b>	<b>English Learners</b>	<b>Socioeconomically Disadvantaged</b>
3,087	96.2%	2.7%	0.5%	0.4%	66.7	96.3%

*\*most recent data available on DataQuest*

<b>Elementary Schools 2018-2019</b>	<b>English Learners*</b>	<b>Socio-Economically Disadvantaged*</b>	<b>Students with Disabilities*</b>	<b>Proficient and Above in English-Language Arts Schoolwide**</b>	<b>Proficient and Above in Math Schoolwide**</b>
Bear Mountain	71.9%	97.0%	8.6%	25.36%	17.99%
El Camino	67.2%	92.8%	6.7%	38.16%	30.69%
Sierra Vista	74.0%	97.2%	9.2%	24.45%	20.8%
<b>Total/Averages</b>	71.03	95.6%	8.2%	29.3%	23.16%

<b>Middle School 2018-2019</b>	<b>English Learners*</b>	<b>Socio-Economically Disadvantaged*</b>	<b>Students with Disabilities*</b>	<b>Proficient in English-Language Arts Schoolwide**</b>	<b>Proficient in Math Schoolwide**</b>
Haven Drive	50.8	98.8%	9.0%	38.91%	17.49%

*\*most recent data available on DataQuest*

*\*\*data from [preview.cde.cde.ca.gov](http://preview.cde.cde.ca.gov)*

Grimmway Academy is an elementary charter school that provides a choice for families primarily within the geographic attendance boundaries of Arvin Union School District. The Charter School will enroll up to approximately 820 students in grades K – 8.

### **How Learning Best Occurs**

Every child possesses a wide range of learning skills. Grimmway Academy believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way, developing a learning culture that values intellectual competency and moral character.

- *Learning Best Occurs When There is a School-wide Expectation of High Achievement*

At the Grimmway Academy, every teacher strives for Significant Gains with each of their students. Significant Gains is defined as 1.5 years of academic progress for every year in school. We believe that many of our at-risk and EL students will come to school 1.5 years behind, because of a lack of English or literacy habits in the home (Zill, N. & West, J., 2000). Our goal is that by making 1.5 years of progress each year as measured by internal measures and state exams, we can bring our incoming kindergarten students to grade level by second grade and graduate students at or above grade level. Significant Gains will be a fundamental component of the way that teachers at Grimmway Academy are evaluated and compensated.

- *Learning Best Occurs When Teachers Are Subject Matter Specialists*

Grimmway Academy is structured differently from a traditional elementary school. Teachers will hold an appropriate California credential and will contribute to a team-teaching approach to instruction. This teaming approach means that teachers have their own instructional homeroom, however, the students move to different teachers throughout the day. The students have a teacher each day that focuses primarily on literacy instruction that is integrated with social studies instruction and a teacher that is focused primarily on math instruction that is also integrated with science instruction. Many researchers have found that an early focus on these core skills have long-term effects on student achievement (Adams, 1990; Schenk et al, 1980; McGill-Franzen, 1987). Advantages of elementary schools that follow the teacher teaming focus include deeper content knowledge, a team structure allowing better collaborative focus, improved teacher retention, easier transition to middle school, and more flexibility in student grouping (Chan and Jarman, 2004; Bowser, 1984; Findley, 1966; NEA, 1965). We believe that specialization will allow teachers to focus deeply on their subject matter and their students, helping them to intervene with struggling students earlier and more effectively.

- *Learning Best Occurs When Teachers Are Highly Motivated*

A cornerstone of the Grimmway Academy vision is the development and mentoring of outstanding teachers. It is estimated that 50% of new teachers leave the profession within five years (Ingersoll, 2001). We believe that teachers need a career path that rewards their success both with more responsibility and significantly greater compensation. The Academy has created a career ladder for teachers that recognizes student performance as a primary factor in advancement, promoting employee retention, succession planning, and better career

development. The Administrative Team will be comprised of highly trained experts in their field, with both outstanding classroom results and leadership abilities.

- *Learning Best Occurs in a Culture of Caring*

We believe that specialization leads to better teachers who will increase the academic progress of our students. We also believe that our implementation of specialization allows us to care for our students more effectively than a traditional elementary school. Every class has a homeroom teacher, the first classroom teacher of the day. The advantage of this structure is the ability for grade-level and homeroom teachers to collaborate about their students. This collaboration allows them to detect both academic and emotional problems earlier and divide the work of home visits and other time-intensive interventions with the students that need their help most. Please refer to J.M. McPartland's *Staffing patterns and the social organization of schools* (McPartland, 1992) for research on ways to increase both academic and emotional well-being of students through teacher specialization. Additionally, teachers meet each week, on early dismissal days, for a three-hour block of time to collaborate and plan.

- *Learning Best Occurs When the Curriculum is Individualized*

The Grimmway Academy looks to develop competent learners who possess knowledge, skills, and cognitive abilities to become increasingly self-directed. This means that teaching is responsive to individual student needs using a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Six Week interim assessment results are analyzed to identify students who are failing to make adequate progress. For each student in this category, the Individualized Learning Plan is updated to specify areas of strength and weakness and explicit classroom modifications, areas to target in our computer-based curriculum (detailed in Appendix D), and specific goals and methods for tutors. The first tier of intervention is in the classroom and Learning Lab. Guided Reading groups are used to deliver these more individualized objectives during normal classroom instruction. Grimmway Academy conducts Learning Lab throughout the day, in which each class of students rotates through Literacy and Math and Computer centers. In the Computer center, a student's interim assessment results are used to create a specific online intervention program for that student by the Administration and teacher. The second tier of intervention occurs in small groups within the Learning Lab, where students are grouped based on their specific needs. These groups are led by Instructional Assistants, who deliver intervention curriculum and collect data on student progress, which will be shared with the classroom teacher. Students in tier two who are failing to make adequate progress towards Significant Gains will enter the Student Success Team process and will continue to receive tier two supports plus additional accommodations in the general education classroom. Students receive thirty to sixty minutes daily in small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications, Learning Lab, small group instruction, classroom accommodations and After-School interventions fail to help a student make adequate progress, the Student Success Team will meet to determine possible referral to the Special Education IEP process. This allows the student to receive individualized attention and the services of specialists. Providing these three levels of intervention allows Grimmway Academy to serve the most struggling students more effectively than traditional elementary schools.

- *Learning Best Occurs When Students Have Extra Time to Practice*

The Grimmway Academy offers all students the opportunity to participate in our Learning Lab for 360-440 minutes each week. The purpose of the Learning Lab is to provide students with targeted, individualized instruction in Literacy and Math at their current level based on the most recent assessment data.

The Learning Lab is a combination of a library, computer lab, and small group learning centers. The Learning Lab has a full set of leveled books where students can read independently at their “just right” level as well as at computers running a learning management system that allows students to access instruction at their current level of understanding. Please see Appendix F regarding the Learning Laboratory Components for a longer explanation of the value of strictly leveled independent reading.

- *Learning Best Occurs When Students Can Find Practical Application*

The Grimmway Academy facility includes a garden and kitchen/classroom in which students do the work themselves, engaging their senses and opening their minds both to their core academic subjects and to the world around them – every subject comes alive, from reading and writing to science and the arts. Curriculum links are made to cultures and civilizations by exploring staple foods and cooking methods. Students practice churning butter and grinding their own wheat and corn into flour. They appreciate the inherent beauty and bounty of the garden by examining the structure of a fava bean or counting seeds in a cherry tomato, awed by the ability of one tiny tomato to hold the potential for 100 plants. Students 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 themselves, and as they eat their way through the seasons, their attachment to the natural world strengthens and grows.

- *Learning Best Occurs in a Well-Run School*

Grimmway Schools Charter Management Organization (CMO) shall provide financial (grant funding), and operational support for Grimmway Academy. The CMO is responsible for recruitment, HR, payroll, compliance, curriculum/instruction oversight, and business operations and oversight.

### **What it Means to be an Educated Person in the 21<sup>st</sup> Century**

The goal of Grimmway Academy is to provide an environment in which children will develop into confident, self-motivated, competent, productive, and lifelong learners. Vested with these skills, these children will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21<sup>st</sup> century.

Specifically, Grimmway Academy believes that an educated person in the 21<sup>st</sup> Century should possess the academic and life skills listed below. The Charter School seeks to impart these skills by the time a student has completed the Grimmway Academy program.

## **Academic Skills**

- Students will read for comprehension and critical understanding at or above grade level.
- Students will be mathematically literate, able to compute, to solve real world problems, and to successfully apply conceptual understanding of key ideas in mathematics to novel challenges at or above grade level expectations.
- Students will be inquisitive and self-motivated life-long learners.
- Students will communicate through effective listening, speaking, and writing.
- Students will possess creative, logical, and critical thinking skills. Students will develop critical skills and understanding in the areas of art, science, history, and technology.
- Students will comprehend and use technology as a tool for learning and communication.
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will analyze new information and synthesize what they know to construct new knowledge.
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought. They will be able to make logical connections among them.

## **Life Skills**

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and self-assessment.
- Students learn about the connection between their everyday food choices and the health of the community, the environment, and themselves.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and courtesy for others.
- Students work both cooperatively and independently.

As one means to illustrate how the educational program will be implemented, please see Appendix G, A Day in the Life of a Grimmway Academy Student and A Day in the Life of a Grimmway Academy Teacher.

**F. Calendar and Attendance**

The Grimmway Academy’s annual calendar will contain at least 180 instructional days.

Charter School parents/guardians are responsible for sending their children to school and providing an explanation for absences. The Charter School maintains attendance policies to encourage regular attendance and to report trancies to appropriate local authorities. Appendix H includes the Grimmway Academy attendance policy.

**G. Bell Schedule and Instructional Minutes**

The Grimmway Academy offers an extended school day from 7:55 a.m. to 3:40 p.m. In addition, students may participate in approximately two hours each day of enrichment time and/or tutoring time after school. The number of instructional minutes offered annually for all grades will meet or exceed the requirements in Education Code Section 47612.5(a)(1). A sample bell schedule is attached in Appendix I. The following table delineates subject areas and average daily minutes by grade level.

	Literacy (includes social studies reading and writing)	Math (includes science)	Total Daily Minutes
K-3	220	135	390
4-6	225	165	390
7-8	280	150	430

**Curriculum and Instructional Design**

The Grimmway Academy curriculum follows the Common Core State Standards (CCSS). Our primary educational goal is to ensure grade-level proficiency in Literacy and Math by second grade for students who entered the Grimmway Academy in kindergarten, and achievement above grade level by the time students leave the Charter School in eighth grade. Students will also take Science, Social Studies, and Arts and Music at all grade levels to broaden their understanding of the world and create avenues to exercise different facets of their intelligence.

The curriculum at Grimmway Academy is aligned with California State Board of Education adopted content Standards, the CCSS, and Next Generation Science Standards (NGSS) as well as standards developed by those national professional organizations that represent the values and aims of learning in various academic fields. For example, the values and aims for learning in science are determined by shared standards and include identified areas of core knowledge as well as an understanding and ability to apply standards associated with the scientific method as

a set of accepted processes for establishing knowledge claims in the field. In history, there are recognized standards for the construction of a historical narrative based on criteria or values that determined the choices, uses, and interpretations of data. Standards and/or curriculum published by the National Council for Teachers of Mathematics (“NCTM”), the National Academy of Sciences (“NAS”), the American Association for the Advancement of Science (“AAAS”), the National Council of Teachers of English (“NCTE”), the National Council for Social Studies (“NCSS”), the Organization of American Historians (“OAH”), the American Historical (“AHA”) will inform/shape both curriculum and instructional designs. Grimmway Academy teachers are encouraged to assist their students in exceeding minimum standards and collaborate on the development of curriculum, ensuring that content is structured in ways that emphasize the qualities of thinking and the forms of understanding that are authentic and essential to the respective areas of inquiry.

At Grimmway Academy, we believe that students benefit from having core subjects integrated with one another throughout the day. This prevents subject areas from becoming isolated areas of learning; rather, they are integrated throughout all subject areas and students are able to learn that all skill areas (reading, writing, math, science, social studies, etc.) rely upon one another in order for true learning and academic achievement to be accomplished. Consequently, we approach our instructional assignments for teachers and students in the same manner.

We use a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional homeroom; however, the students move to different teachers throughout the day. The students have a teacher each day who focuses primarily on literacy instruction that is integrated with social studies instruction and a teacher who is focused primarily on math instruction that is also integrated with science instruction. Each day a student at Grimmway Academy will receive at least three hundred minutes of instruction, of which, at least seventy-five will be dedicated to these science and/or social studies objectives.

Science and social studies instruction at the Charter School is based on the Association for Supervision and Curriculum Development’s (“ASCD”) Understanding by Design (“UbD”) approach. This approach is a framework for creating a curriculum based on state standards. UbD has been shown to develop students’ reasoning and interest in Science and Social Studies. Our curriculum is based on the UbD framework, which starts by backwards mapping of the state standards to identify the main objectives in Science and Social Studies. We then develop units and lesson plans within each unit to focus on these major objectives. As we develop these units, we focus on correlating these unit objectives with literacy and math objectives that are relevant to the core unit as well.

Each classroom teacher further supplements his or her instruction through the use of Project GLAD’s method of providing ELD instruction during all subject areas, including Science and Social Studies. The use of these strategies allows us to accelerate students’ Cognitive Academic Language Proficiency (“CALP”) development by supporting acquisition of academic vocabulary.

Each classroom teacher is also responsible for various objectives that, depending on his or her homeroom class, may include literacy objectives combined with social studies objectives or math objectives combined with science objectives. This accountability to multiple subjects ensures that teachers are instructing various subjects throughout the day.

The integration of science and social studies in the core literacy and math subject areas and the teaming of teachers allow students to make connections across multiple subject areas. For

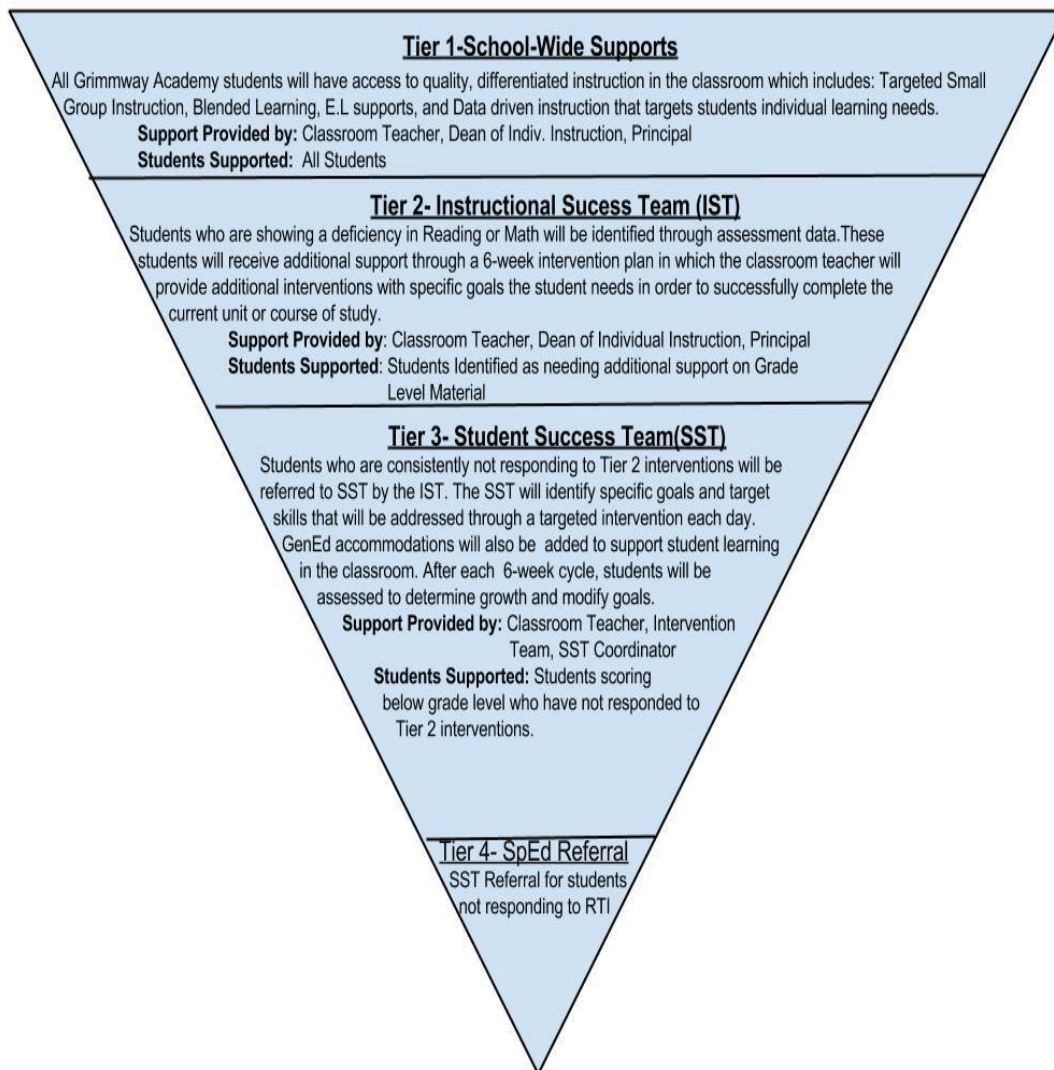
example, one of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). The integration of literacy and social studies allows students to further develop these skills. Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying, and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. Likewise, another important skill that students can learn from the integration of math and science is the application of mathematical concepts and equations. Students are able to translate a static equation into a meaningful real time experience, which allows them to better retain and apply this knowledge in future real-life situations. This ability to apply mathematical concepts outside of a controlled classroom environment is a crucial life-skill for the success of students as they mature and grow.

The remainder of this section provides an overview of our Response to Intervention (“RTI”) approach and academic philosophy for each area of study. RTI describes both a service delivery model and eligibility criteria for a specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three core components of RTI: “(1) Application of scientific, research based interventions; (2) measurement of student’s response to these interventions; and (3) use of RTI data to inform instruction” (pg. 2). The term RTI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states: “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures ...” (Please see detailed ELD strategies and course objectives for Language Arts, Math, Science, Social Studies, and the Arts in Appendix J. A sample long term kindergarten plan may be found in Appendix K.)

### Seventh and Eighth Grade

Grimmway Academy seventh and eighth grade students will also be a part of a personalized learning program that will complement their elementary school experience. Individualized Learning Plans will be digitized, and students will take the primary responsibility of creating, maintaining, and reflecting on them. Students will continue to participate in the “Learning Lab Wheel” with curriculum that fits their age group. Project based learning will be a stronger emphasis along with all other research-based strategies that were emphasized in the elementary school. Students will be expected to present their ILPs twice a year during parent conferences.





### **Grimmway Academy’s Three-Tier Response to Intervention Approach Universal Screening**

All students are assessed upon entry (after enrollment) to determine performance relative to grade level standards. We do this using a number of different measures. In Literacy classes, teachers administer the Developmental Reading Assessment (DRA), CORE Phonics Inventory, and other assessments that are relevant to their grade level. (i.e. Sight word recognition for 1<sup>st</sup> grade, Words their Way Spelling Inventory in 4<sup>th</sup> grade) Additionally, all students are assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) during the first three weeks of the school year. Math teachers give grade level math assessments at the beginning of the year which are created to measure student progress towards end of the year objectives. All of this data will be used to identify our students who fall into the standard nearly met or standard not met quartiles on the CAASPP.

## **Progress Monitoring**

Approximately every week students take a standards-aligned formative assessment to show student progress. This data is then used by classroom teachers, lab teachers, and site administration to adjust classroom instruction, construct responsive professional development and learning experiences for the faculty and staff, and to identify students in need of more focused support to make adequate progress.

## **Individualized Learning Plan**

Teachers write an Individualized Learning Plan for all students. ILPs include assessment information, measurable goals that are realistic yet ambitious for a six-week period, classroom modifications, computer curriculum focus, and explicit goals and their corresponding practices for tutors to accomplish with each student in after school interventions.

### *Tier 1 – Individualized Learning Plan*

Teachers implement the ILP in the general education classroom and Learning Lab. Teachers assess student progress after six weeks of instruction. Students, who do not respond adequately to the initial instruction or online intervention program, receive additional modifications and support in the general education classroom and Learning Lab. These modifications may include adjustments in intensity, duration, and frequency of instruction or online intervention. The teacher may meet with smaller groups more often for longer periods of time and may adjust instructional strategies and materials as well.

### *Tier 2*

Students not responding adequately to the goals laid out in the ILP in the general education classroom and Learning Lab OR identified as significantly below grade level in the first round of assessments are given a revised ILP directing their work in an additional thirty to sixty minutes each day during after After-School intervention time. During this time, they work directly with a tutor on the specific skills they are lacking. For example: if a student in first grade is stuck at a DRA level 6, they will need practice with sight words, blending long vowel words, chunking multisyllabic words into syllables, describing main characters using adjectives, and making strong connections between the text and their own life. Intervention tutors are provided with a specific eight-week plan combining suggestions from the classroom teacher and Administration in terms of strategies and approaches to use to get a student to meet their target at the end of eight weeks. In six weeks, when we assess again, we measure to see if meaningful progress has been made by the Intervention student. If the student still is not making adequate progress, we may conduct a Student Study Team Process and revise the Individualized Learning Plan.

### *Tier 3*

If the student fails to make progress in both Tier 1 and Tier 2 interventions after two cycles (16 weeks), they enter into the Special Education assessment process. A description of this process is outlined below in the section on Special Education Students and Students with Disabilities.

## *Professional Development*

The process of looking at interim assessment data and formulating a proper ILP takes practice for teachers and is an area we spend time both in formal professional development and in mentorship between site leadership and each teacher. Our teachers spend a significant amount of time with site leadership – including instructional coaches - analyzing overall class performance to know in which areas they need to develop their skills. Equally important is the deep knowledge and professional capacities that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

## **Helping Our EL Students Make Rapid Gains**

Our goal is to help our EL students who may enter RTI make rapid progress out of levels 1 and 2 and into levels 3 and higher. Research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our struggling EL students to master listening, speaking, reading, and writing in English by the second grade, Charter School students will be immersed in English; with the Spanish language support they need to learn the language. 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 a portion of the day. Pedagogically, we follow the Teachers of English Speakers to Other Languages (“TESOL”) standards for English Language Development. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our students methods to provide additional instructional support to EL students. Studies of Project GLAD have shown statistically significant gains in students relative to control groups of EL students taught by non-GLAD teachers. Our explicit ELD focuses on developing oral language, grammatical constructs, and academic vocabulary in English. This period takes place during the Literacy block in Guided Reading, when EL students are leveled by English fluency and provided with explicit ELD instruction. In our after-school tutoring program, ELs who are not making Significant Gains receive Literacy and Math instruction as well as ELD as appropriate to accomplish their goals in their ILP. All Charter School teachers will hold a CLAD certificate or relevant equivalent California Commission on Teacher Credentialing EL certification.

## **Reading**

By individualizing instruction through the Response to Intervention model we help our students make rapid gains in fluency. Reading is central to all parts of the Grimmway Academy's curriculum, especially in grades K-2. We also actively prioritize Reading above other subject areas in the early grades and for students who are still struggling in later grades. This might mean a student is pulled out of a content area class for individualized reading instruction or an ILP for a student which allocates them a double block of reading if necessary.

We are firm believers in the findings of the National Reading Panel (“NRP”)<sup>1</sup>. The NRP reviewed all of the available high-quality research with measurable results and a study size and student composition indicating that they could be generalized to the entire population of American

---

<sup>1</sup> This study is available online at <http://www.nationalreadingpanel.org/Publications/summary.htm>

students. They found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The Common Core State Standards are organized around these areas for the early grades.

Grimmway Academy uses Success For All (SFA) for the whole-class portion of our Literacy block., Fountas and Pinnell Benchmark Assessment System to diagnose and monitor student reading levels, and Fountas and Pinnell for reading intervention groups. These assessments drive decisions about whether students need additional classroom support or tutoring during the Learning Lab blocks.

Grimmway Academy literacy begins with standards-based instruction from Success For All.

- 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.

SFA is 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.

### Instructional Strategies

During our Literacy block, time is split for whole class reading instruction. we use the SFA curriculum, practice writing, as described below, implement small group guided reading instruction, and, in the upper grades, an additional focus on chapter books and reading comprehension. During whole-class reading instruction, textbook-based activities include Read Alouds, Choral Reading, and Explicit Phonics instruction. During Guided Reading time, teachers and SGIs each work with a small group of students, SGIs while the other students are working independently on several different literacy centers, practicing skills relevant to their independent stage of development. We expect that a significant amount of small group time in K-3 will be spent on oral language acquisition and fluency for our EL students, and on phonemic awareness and phonics skills leading to grade-level reading fluency. In grades 4-7, students who are performing at grade-level will have mastered most aspects of oral language, phonics, and phonemic awareness, and will be focused more on deep vocabulary investigation and comprehension of fiction and non-fiction texts. Across all grade-levels, teachers work vigorously to develop students' reading fluency, which is critical to their ability to develop more of their concentration to analysis of the text.

In the Seventh and Eighth grade, all Grimmway Academy students are expected to complete a Capstone Project beginning in 2019-2020. The Capstone Project, similar to an honors thesis, requires each student to utilize their academic skills and knowledge of math, reading, writing, and

possibly other areas as well in order to provide evidence of meeting the domains outlined in the Grimmway Graduate Profile (Learning Mindset, Prepared for High School and on-track for College, Health and Wellness, Agency, and Stewardship). The Capstone allow students to demonstrate their ability to recall, classify, summarize, compare, implement, differentiate, and critique knowledge. Furthering this process, students are given the opportunity to produce a product that puts all elements of learning together to form a whole. This demonstrates the highest levels of thinking. The students then present their projects at the conclusion of the year, which is their chance to demonstrate their overall learning, understanding, and capacity as independent, life-long learners as well.

## **Writing**

Core Knowledge Language Arts (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.

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.

## Instructional Strategies

Writing is taught as part of the Literacy block and instructional strategies vary by grade level. For beginning writers in Kindergarten, it is common for Shared Writing strategies to be linked to Read Alouds. By the Second Grade, we expect to conduct a structured writer's workshop with students in all stages of development including the following: brainstorming, organizing, drafting, editing, revising, and creating a final draft. In all grade levels, students develop the ability to distinguish between expository and narrative writing and the different strategies and purposes behind each style of writing. Each grade level introduces or extends students' understanding of various genres of writing including response to literature, summary, personal narrative, informational writing, and letter writing.

## **Math**

Students will master the basic skills and computational fluency required in the Common Core State Standards (CCSS) through lessons aligned with the Engage NY curriculum. Within the context of the state standards, students are constantly challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. Specifically, teachers focus on developing students' *number sense* and *algebraic reasoning* abilities. This approach is supported by the recently released "Final Report of the National

Mathematics Advisory Panel” (USDE, 2008, p. 17). Even young students can begin to understand numbers conceptually and can recognize relationships among mathematical concepts (*Building a Foundation for Learning in the Elementary Grades*, NCISLA VOL. 1, NO.2, Fall 2000). According to research conducted at the University of Texas, Austin, “...number sense not only leads to automatic use of math information, but also is a key ingredient in the ability to solve basic arithmetic computations” (Gersten, 1999). As a result, they are more prepared for the rigors of higher math. Important elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with the same fluency that we stress in reading, so that they can devote more of their thinking to visualizing and tackling difficult word problems.

As students’ progress, this is constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which drives much of our math instruction. Some of the main concepts that help our students internalize to be ready to perform Algebra include the following: understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations. We believe that because we hire teachers who want to teach with a focus in Math, we are able to find teachers who are generally more fluent and more passionate about the teaching of Math than most elementary teachers. Additionally, our Administration works to find relevant professional development experiences for our math teachers to improve their practices, including observations of highly skilled teachers, conferences, and workshops, and exploring professional literature as well.

### Instructional Strategies

In order to focus on deeper comprehension of mathematical concepts, we strike a balance between building computational fluency and cultivating a mathematical mindset to help students understand and articulate why they reached an answer. Building on Carol Dweck’s (2006b) research on the power of moving from a fixed to a growth mindset, Blackwell, et.al. (2007) found that students with growth math mindset improved their performance. In collaboration with the Loyola Marymount Center for Math and Science Teaching (CMAST), our teachers focus on shifting the cognitive lift to the students, with a focus on not only on thinking mathematically, which includes an element of learning from taking intellectual risks and making mistakes. Our methods include hands-on activities, classroom discussion about mathematical reasoning, and sufficient practice in calculation to make arithmetic operations automatic. This conceptual instruction is further made possible through the supplementation of the *Engage NY* curriculum. The Engage NY and College Preparatory Math (CPM) curriculum provides our students with a strong conceptual understanding as well as the rote mathematical practice.

In addition, math instructors are focused on developing mathematical units that are backwards planned and focused on the Standards for Mathematical Practice for a grade level. This allows Grimmway Academy to focus on creating units that are focused on depth of instruction and conceptual instruction as well.

### **Science and Social Studies**

Science and Social Studies provide opportunities for students to learn by doing. Using *Project GLAD* and its method of providing ELD instruction during Science and Social Studies, we intend to accelerate students’ Cognitive Academic Language Proficiency development by supporting acquisition of academic vocabulary. Grimmway Academy has a strong Science and Social

Studies curriculum which blends hands-on inquiry with leveled readers targeted at a student's reading level. We use the ASCD's *Understanding by Design* approach. This approach is a framework for creating a curriculum based on state standards. UbD has been shown to develop students' reasoning and interest in Science and Social Studies. Our curriculum is based on the UbD framework, which starts by backwards mapping the state standards to identify the main objectives in Science and Social Studies. We then develop units and lesson plans within each unit to focus on these major objectives. We refine these units over time as more teachers contribute to the richness and learning techniques of each unit and lesson.

Through Science and Social Studies courses, students are able to apply the skills learning in their STEM and Humanities courses. One of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying, and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. At Grimmway Academy, we will balance our reading in early grades to include both fiction and non-fiction and focus directly on the skills necessary to master non-fiction as they are presented in Science and Social Studies.

## **Science**

Science instruction in the Elementary School (grades K-6) is integrated with Math instruction through the use of thematically integrated, standards-based UbD units. The integration of science within Math instruction is intentional as we believe that students will then have a much deeper investment in both the core subject areas. Moreover, science naturally integrates into various aspects of math. Consequently, this integration of subject matter will ensure that students will have greater exposure to skill areas like expository texts, scientific notebooks, graphing, organizing data, and many other math skills that correlate with science.

In grades 7 and 8, science instruction is departmentalized. Students receive instruction in Earth Science, Physical Science, and Life Science, aligned to California Science Content Standards. Beginning in 2019-2020, we will be partnering with LMU CMAST in order to fully implement the Next Generation Science Standards as we prepare our students for the annual CAST assessment.

Grimmway Academy uses Amplify Science, 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. and

We believe that Science offers a broad array of concepts crucial to student understanding. Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the life, earth, and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science

to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences in a curriculum that is based on the State Framework and NGSS. Our desired outcomes in teaching science is that students will gain an understanding of the process of scientific inquiry, acquire curiosity about the world around them, develop skills to comprehend informational text, and obtain increased self-esteem from producing a tangible work-product as a result of their understanding. Moreover, we expect our students to demonstrate a strong understanding of scientific concepts in the State Assessment as well.

### Instructional Strategies

Grimmway Academy teachers will teach approximately four UbD units each year. Depending on the grade level, there may be two Science units and one Social Studies unit (or vice versa). Science is taught each day for about thirty to forty-five minutes. During this block of time, students engage in investigations, reading non-fiction leveled texts related to their topics, writing both narrative and expository texts relevant to the unit, and learning using a variety of GLAD strategies. These strategies include the following: pictorial input charts; expert groups; cognitive content dictionaries etc. The culmination of two UbD units a year will be an “Exhibition Night” when students are given the opportunity to present their learning to parents and community members.

Students primarily work in cooperative groups, and then often use hands-on materials to reinforce their understanding of scientific concepts. In order to facilitate a research and inquiry-based instructional model, teachers implement and reinforce clear rules and procedures for laboratory work. These procedures ensure the safety of students, while allowing them to learn and investigate in a dynamic and collaborative environment.

We plan for teachers to incorporate fictional and expository text into their science instruction. In addition to the use of leveled readers, students are regularly required to write both fiction and non-fiction text in relation to their experiments. For example, students in the third grade studying extinction and evolution (see related course objectives below) may have the option of writing fictional stories about an extinct species and will write lab reports on their investigations with rock layers and fossils. Math is also be integrated into Science through the use of graphs, charts, and/or drawings to show findings. Students are regularly required to orally articulate their findings to demonstrate proficiency and understanding.

In addition, at Grimmway Academy, we believe that students need to be exposed to their natural world. There is a plethora of things that can be learned from students spending time in different settings in nature. Consequently, a unique and important component of Grimmway Science curriculum is that our classroom teachers collaborate with our ESY Garden teachers where appropriate in order to engage in Experiential Learning in our school garden. In addition, we expose our students to overnight educational camps. These camps are targeted for students in the seventh grade. Through partnerships with several surrounding organizations, we are able to expose our students to several important scientific standards. This helps them to gain a deeper understanding of these concepts as they experience them firsthand.

Additionally, as given that a significant proportion of our students are English Learners, our teachers have obtained a wide variety of GLAD strategies to make high level content knowledge



both accessible and engaging to all students. Part of the students' homework during these units is to have discussions with their families about what they have learned in class that day. By drawing a picture, labeling it, and re-teaching information to those at home, students are given a chance to practice their newly learned academic language outside the boundaries of the educational setting.

## **Social Studies**

Social Studies instruction is embedded in Literacy instruction through the use of thematically integrated, standards based UbD units. Our use of the UbD framework to design Social Studies curriculum makes the concepts and academic vocabulary accessible to our students regardless of their current reading level.

Grimmway Academy has implemented the Core Knowledge History and Geography (CKHG) curriculum. 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.

Key content outcomes for Social Studies include knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies. Key skills we hope students will learn include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills. This curriculum is aligned with the State Framework.

## Instructional Strategies

Teachers build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities exist for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers facilitate the exploration of values critical to understanding the democratic process.

## **Arts (Art and Music)**

Although Art and Music are not core classes, students at Grimmway Academy are given enrichment opportunities in these areas. The curriculum is aligned with the Visual and Performing Arts Framework for California Public Schools and includes music and visual arts. Arts are offered weekly. (see Appendix I, Sample Bell Schedule) Students examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

This program is designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including EL, Gifted, and Special Education, have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction is delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Those standards, listed in Appendix J, Course Objectives and ELD Strategies, guide the integration of arts into the curriculum. Through a process of unpacking and prioritizing content standards for the four core content areas, teachers identify opportunities to integrate the arts into those curricular areas and build unit clusters that maximize student exposure to and engagement in the arts.

### **Edible Schoolyard**

The Edible Schoolyard (ESY) is comprised of a one-acre organic garden and kitchen classroom. The goal of the program is that every child at Grimmway Academy has the opportunity to share in the planting, harvesting, cooking, and eating of delicious, healthy food. Through this process, it is our hope that students will learn the importance of healthy food choices.

In these garden and kitchen classes, students are engaged in hands-on learning for 90-minute classes, one grade, and one week at a time. Educators in the ESY encourage students to make cross-curricular connections by using arithmetic and science while completing garden tasks. In the Kitchen, students gather together to prepare food that they have harvested from the garden. Students learn how to dice, whisk, and measure all while connecting the kitchen lessons to history, social science, and language arts. During the student's' time at the ESY, they will also learn the importance of reusing, recycling, and composting by observing the role this process plays in the garden and kitchen. Students participate in a full cycle of planting, harvesting, cooking, and composting. These integral processes teach students the regeneration of our resources and emphasize the impact that our own choices have on the larger community. As students' plant and eat their way through each season, students will learn to be stewards of the environment and strengthen their own awareness of the world around them.

## Summary Chart of Planned Curriculum

CONTENT AREA	CURRICULUM RESOURCE	RATIONALE
<b>ENGLISH/ LANGUAGE ARTS</b>	<p><b>Success For All (SFA)</b></p> <ul style="list-style-type: none"> <li>• Fast Track Phonics</li> <li>• Kinder Corner</li> <li>• Reading Roots</li> <li>• Reading Wings</li> </ul>	<p>Grimmway Academy literacy begins with standards-based instruction from Success For All.</p> <ul style="list-style-type: none"> <li>• Systematic K-2 Phonics program that builds students' skills in phonemic awareness, letter-sound correspondence and word-level blending and segmenting</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<p><b>Core Knowledge Language Arts (CKLA)</b></p>	<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>
	<p><b>Amplify ELA 6-8</b></p>	<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>
	<p><b>NWEA Map Growth ELA</b></p>	<p>NWEA Map Growth ELA is an online assessment utilized for measuring student growth in ELA CCSS. The results allow teachers to individualize instruction through strategy assessment. This assessment is also used to individualize instruction by tracking student progress and noting how they are responding to interventions provided in the classroom and learning lab.</p>

<b>MATH</b>	<b>College Preparatory Mathematics (CPM)</b>	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.
	<b>Engage NY</b>	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.
	<b>NWEA Map Growth Math</b>	NWEA Map Growth Math is an online assessment utilized for measuring student growth in Math CCSS. The results allow teachers to individualize instruction through strategy assessment. This assessment is also used to individualize instruction by tracking student progress and noting how they are responding to interventions provided in the classroom and learning lab.
<b>SCIENCE &amp; SOCIAL STUDIES</b>	<b>UNDERSTANDING BY DESIGN (ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT)</b>	UbD defines an approach for backwards-mapping state standards in Science and Social Studies in order to develop units which each cover multiple key standards. Based on UbD, Grimmway Academy developed a set of thematic units in Science and Social Studies based on the state standards.
	<b>TCI</b>	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.

	<b>Amplify Science</b>	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.
	<b>Core Knowledge History and Geography (CKHG)</b>	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.
<b>English Language Development</b>	<b>GLAD</b>	<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"> <li>• Firmly rooted in research and has been field tested for the past 18 years.</li> <li>• 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.</li> <li>• Supports standards-based instruction through integrated approaches which include Project Based Learning, language immersion and language acquisition.</li> </ul>

	<b>SFA</b>	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.
	<b>Language Studio</b>	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.
<b>Social and Emotional Learning</b>	<b>Getting Along Together</b>	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.

	<b>Community Matters</b>	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.
--	--------------------------	---

**Annual Goals and Actions to Achieve the Eight State Priorities**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), Grimmway Academy’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in Grimmway Academy’s Local Control and Accountability Plan (“LCAP”). The current LCAP is on file with the County and is also available on our website at <https://www.gaarvin.org/>.

Grimmway Academy shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Grimmway Academy shall submit the LCAP to the Kern County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by Grimmway Academy at the school site.

**Professional Development**

In order to assist our school leaders to achieve their objectives (see Human Resources section below) in instructional leadership and school operations, the Grimmway Academy Principal participates in an extensive training program, focusing on management, leadership, school operations, and teacher and student recruiting.

School Leaders serve as mentors for all Grimmway Academy Teachers. Thus, the Administration’s professional development focuses on the coaching of teachers and the pedagogy behind our “Response to Intervention” and teacher development methods. While a School Leader is by definition “a master of their academic area,” successfully coaching teachers is a completely different skill than successfully instructing children. While our Administration already shows a predisposition to coaching, we provide extensive professional development for our Administration to help them learn our academic systems and the best techniques for mentoring their associated teachers. In addition to our work with the LMU CMAST, in 2018-2019, we created the position of Instructional Coach, which is a full-time, full-release position dedicated to mentoring our teachers and building professional capacity in a non-evaluative context. In order to ensure that



our Instructional Coaches are employing industry-standard best practices, in 2018 we began collaborating with the New Teacher Center (NTC) on training. The NTC is a nationally recognized, research-based non-profit dedicated solely to the development of instructional coaches and mentors. It is also crucial that our Administration stays current in their field, both through internal professional development and by being involved in professional organizations like ASCD, Phi Delta Kappan, Learning Forward, the UCSB Mathematics Project, and the National Council of Teachers of Math.

Teachers at Grimmway Academy are focused on developing a deep understanding of the Theory of Action behind the instructional approach to their subject area. Typically, the learning objectives would include:

- A focus on the pedagogy which shapes the curriculum in their development
- An understanding of the instructional techniques used and how to use them
- Building an understanding of how to use student data to identify learning challenges
- Developing techniques for individualizing their planning and instruction
- Observing excellent schools or instructors and learning their techniques/strategies
- Investing students and families in the attainment of ambitious academic growth goals

To develop the necessary subject expertise for Grimmway Academy Teachers as well as provide ongoing support for our Administration, we partner with outside professional development organizations to conduct in-depth professional development in Literacy and Math, including our multi-year partnerships with the LMU CMAST, NTC, SFA, UCSB Mathematics Project, as well as the professional learning opportunities provided by KCSOS – specifically the English Learners Network.

Our Administration is the primary on-site point of contact for outside professional development providers and provides direct mentoring support for teachers in their department. The Administration does so by observing teachers daily in their classes through frequent walkthrough observations, collecting data digitally, and using the data to guide professional learning opportunities on an individual level as well as school wide. The walkthrough protocols are informed by James Stronge's *Qualities of Effective Teachers* (2018, 3<sup>rd</sup>. ed.), which is the framework used for evaluating our teacher effectiveness.

We use the summer months and various professional development days in the annual calendar to set the stage for new areas of focus for a department (Humanities/Literacy Teachers form one department; STEM Teachers form the other). For example, before the beginning of the school year and for the first few weeks of school, the Literacy focus is on setting up the classroom, classroom management, creating Literacy Centers, and managing Guided Reading groups effectively to get a fast start on building students' literacy. This is a wider range of topics as a more junior teacher may initially be focused on classroom management. In October, they are then ready to begin the transition of focus to Guided Reading. However, a more experienced teacher may already be prepared to manage Guided Reading as they are already prepared with classroom management and setting up their classroom. In subsequent professional development days, new topics are introduced focusing on various issues like using time at the Guided Reading table effectively to achieve goals like reading a new book each day with students. These focus areas differ throughout each year based upon the experience level of teachers and their immediate needs.

The Administration is also responsible for planning on-going professional development on a weekly basis. One day of each academic week is designated a minimum day, allowing the staff to come together for three hours of professional development and/or collaboration time each week. The Administration plans for and facilitates these meetings, including such topics as data reflection, investing families and students in growth targets, improving management strategies, or simply sharing resources and planning for the next Social Studies or Science unit.

We divide the roles of mentor and evaluator at Grimmway Academy. Instructional Coaches are responsible for daily mentoring of Teachers. In order to create a stronger relationship of trust and teamwork, the Administration follows a set of objectives for guiding Teachers, but evaluation of each Teacher at mid-year and end of year for promotion purposes is the responsibility of the Principal with significant input from the Administrative team.

### **Plan For Students Who Are Academically Low-Achieving**

As stated above, Grimmway Academy is designed to serve students who are at risk of achieving below proficiency on state exams; our instructional strategies are geared toward identifying and serving students who are academically low achieving. Thus, the entire school is focused on serving at risk students. Based on 2018 – 2019 data, Grimmway Academy’s population is 38.1% English Learner and 85.4% Socio-economically disadvantaged. All of the English Learner students are Spanish speakers. As discussed in Appendix L, Strategies and Outcomes for At-Risk Students and At-Risk Students Entering Kindergarten, we identify at-risk students based on standardized tests and those who are operating at least one year below grade level in Reading, Writing, Math, and Oral Language as measured through our interim assessments. Please see Section III on Measurable Student Outcomes, “*Measuring Student Progress*” for details on the weekly assessments currently used. We believe that our students will progress from low-achieving to high-achieving during their time at Grimmway Academy. Through ILPs, we isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced level achievers on state exams. (See Appendix L for a more detailed description of working with at-risk students.)

### **Plan for Students Who Are Academically High-Achieving**

Ultimately, we expect that all students at Grimmway Academy will achieve above grade level. In the earlier grades, this may be more exceptional than the later grades. Academically high-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see Section III on Measurable Student Outcomes, “*Measuring Student Progress*” for details on the weekly assessments currently used. Advanced students receive individualized instruction in many of the same ways as at-risk students including small group work done in classrooms with teachers, group activities planned by teachers, and focused lessons based on their current academic needs in the Learning Lab. For further explanation of how Grimmway Academy serves academically high-achieving students, please see Appendix M, High Performing Students.

## **Plan for English Learners**

### **Overview**

Grimmway Academy will meet all applicable legal requirements in serving its EL students including long-term English Learners or English Learners at risk of becoming long-term English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Grimmway Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. EL students are served through full inclusion in the classroom with small group and individual customization in the classroom and the Learning Lab.

### **Home Language Survey**

Grimmway Academy administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

### **English Language Proficiency Assessment**

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Grimmway Academy will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Learner Instruction and Intervention**

Grimmway Academy implements an interim, formative assessment, ADEPT, which is used to further assess a student's growth in language proficiency. This assessment is delivered to students in January and at the end of the year. Through the use of this assessment, teachers give input on the language development of their students and also provide the staff with information regarding specific language skills that they need to address and practice.

The most important aspect of these standards from the ELPAC and ADEPT in our opinion is to help the teacher level his or her instruction appropriately for a child at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at the “Beginning”, “Early Intermediate”, “Intermediate”, “Early Advanced”, and “Advanced” stages during lesson planning. These categories require distinct skills and strategies. In Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early grades are focused on oral language development and comprehension activities. This is made possible through the individualized or small group instruction that occurs during guided reading. Through this small group, a student is able to receive specific language instruction, allowing them to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this guided reading time, the staff provides an EL center, which is focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on their progress on ADEPT.

Similarly, in RTI, students who are struggling due to language proficiency participate in intervention activities that are specifically focused on language. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus specifically on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. In addition, during RTI there will be an explicit focus on building vocabulary for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, in class and during RTI, all tutors are instructed to emphasize the relationships between and among words to build oral language skills that include story re-tells that target both comprehension and language development.

In Science and Social Studies, we focus on experiential and project-based curriculum in order to build our students’ curiosity about these subjects. We then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult to acquire for an EL student in comparison to spoken vocabulary. We believe that curious students, who are able to access texts at their instructional level, will make significant gains in their Science and Social Studies knowledge. Thus, the purposeful focus on the use of guided reading as an instructional strategy and ensuring that all students have access and use leveled texts in Learning Lab is critical to their success and further acquisition of language.

Structurally, Grimmway Academy runs a full-inclusion program for our EL students. EL students are not in sheltered or bilingual instructional classes. From the first day of school, EL students are immersed in English with the Spanish language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. Research indicates that the most crucial aspect of instructing EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. Thus, the provision of explicit professional development focused on EL students is a critical focus of Grimmway Academy. In addition, all Grimmway Academy staff is trained in GLAD strategies.

EL students are monitored by homeroom teachers using the same ILP process as other students. Much of the data we gather from our younger students is focused on speech production and listening comprehension. Because Grimmway Academy focuses on each student individually, we are able to accommodate a much wider range of levels of literacy. For example, our Reading classes are broken into multiple groups. ELs are the majority in all 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. In addition, because online curriculum in the Learning Lab can be tailored for each student, ELs have even more time to practice their English in a one on one setting. While we would not normally endorse rote learning exercises, these exercises are effective in areas like initial vocabulary acquisition for ELs and we use programs like *Rosetta Stone* and Renaissance Learning *English in a Flash* for these purposes. (See Appendix A for a complete description of the Grimmway Academy English Learner Program.)

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **Serving Students with Disabilities**

#### **Overview**

Grimmway Academy shall comply 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”).

Grimmway Academy 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).

Grimmway Academy shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Grimmway Academy will not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

Grimmway Academy may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Grimmway Academy shall be solely responsible for its compliance with the IDEA, Section 504, and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

### **Section 504 of the Rehabilitation Act**

Grimmway Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the Plan, and continued eligibility.

### **Services for Students under the "IDEA"**

Grimmway Academy provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. Grimmway Academy shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintain the confidentiality of pupil records.

Grimmway agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment, and records as required or imposed by law.

### **Staffing**

All special education services at the Charter School are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### **Notification and Coordination**

Grimmway Academy maintains policies for responding to implementation of special education services.

Grimmway Academy follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services.



## **Identification and Referral**

Grimmway Academy has the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Grimmway Academy follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

## **Assessments**

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Grimmway Academy shall obtain parent/guardian consent to assess Charter School students.

## **IEP Meetings**

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Grimmway Academy shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or Grimmway Academy designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at Grimmway Academy and/or about the student. Grimmway Academy shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide a notice of parental rights.

## **IEP Development**

Grimmway Academy understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

Grimmway Academy shall promptly review and respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

## **IEP Implementation**

Grimmway Academy is responsible for all school site implementation of the IEP. As part of this responsibility, Grimmway Academy shall provide the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as progress reports are provided for Grimmway Academy's non-special education students, whichever is more. Grimmway Academy shall also provide all home-school coordination and information exchange. Grimmway Academy shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

## **Interim and Initial Placements of New Charter School Students**

Grimmway Academy complies with Education Code Section 56325 with regard to students transferring into Grimmway Academy within the academic year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Grimmway Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Grimmway Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Grimmway Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Grimmway Academy from a district operated program under the same special education local plan area of Grimmway Academy within the same academic year, Grimmway Academy shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Grimmway Academy agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Grimmway Academy with an IEP from outside of California during the same academic year, Grimmway Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Grimmway Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Grimmway Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

## **Non-Public Placements/Non-Public Agencies**

Grimmway Academy shall be solely responsible for selecting, contracting with, and overseeing all nonpublic schools and non-public agencies used to serve special education students. Grimmway Academy shall immediately review all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

## **Non-discrimination**

It is understood and agreed that all children will have access to Grimmway Academy and no student shall be denied admission nor counseled out of Grimmway Academy due to the nature,

extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### **Parent/Guardian Concerns and Complaints**

Grimmway Academy shall follow its policies for responding to parental concerns or complaints related to special education services. Grimmway Academy shall receive any concerns raised by parents/guardians regarding related services and rights.

Grimmway Academy shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Grimmway Academy, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints.

Grimmway Academy shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency.

### **Due Process Hearings**

Grimmway Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in Grimmway Academy if Grimmway Academy determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Grimmway Academy shall defend the case.

Grimmway Academy shall have sole discretion to settle any matter in mediation or due process. Grimmway Academy shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### **SELPA Representation**

Grimmway Academy shall represent itself at all SELPA meetings.

### **Funding**

Grimmway Academy will receive funding in accordance with the SELPA's allocation plan.

Please refer to Appendix N for Grimmway Academy's Section 504 Policy, Administrative Regulations, and Parent/Student Rights.

## **ELEMENTS II AND III. MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT**

*“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”*

*- California Education Code Section 47605(b)(5)(B)*

*And*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”*

*- California Education Code Section 47605(b)(5)(C)*

### **A. Assessment Assumptions**

Our assessment methods are based on the following beliefs:

- To have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Knowledge Targets (Stiggins, 2004) should be studied and aligned to student assessment. All assessment methods should be based on what we expect students to know and be able to do with specific information.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

### **B. School Outcome Goals**

Grimmway Academy is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by Education Code Section 60605, students will participate in the CAASPP and all other mandated accountability programs (PFT, ELPAC, etc.). Through these assessments, the Charter School shall demonstrate student mastery of state standards. Standardized assessments allow us to compare our students’ performance with the rest of the state. In the absence of a State mandated test in any year, Grimmway Academy may administer another nationally standardized test. In addition, the Charter School may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to: DRA, DIBELS, Individual Education Program goals, Accelerated Reader/STAR Reading, Individual Learning

Plan goals, teacher created Common Formative and Summative Assessments, and other methods by which student progress may be assessed.

Measurable School Outcomes	LCAP Goal	Local, Interim Benchmark Instruments	State-level Year-End Assessments
At least 95% student attendance	1,2	Daily attendance reporting via Student Management System (“SMS”)	Calculated ADA rate, comparison of attendance rate to District schools
80% of EL students make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.)	1,2	<ul style="list-style-type: none"> <li>• Success for All</li> <li>• Interim Assessments</li> </ul>	ELPAC Individual Student Score Reports
Demonstrate Academic Growth Gains: <ul style="list-style-type: none"> <li>• 60% of students meet their NWEA Math and Reading Growth Targets</li> </ul>	1,2	Northwest Evaluation Association (“NWEA”) assessment administered at least two times per year	State assessments are not currently as precise in calculating student gains as NWEA but can be used to show quintile growth.
Meet or exceed the average proficiency levels for the schools in the District	1,2	<ul style="list-style-type: none"> <li>• Weekly standards aligned assessments</li> <li>• SBAC aligned quarterly interim assessments</li> </ul>	Annual CAASPP results of surrounding schools
Establish effective parent collaboration. <ul style="list-style-type: none"> <li>• Maintain 75% active involvement in school committees and events.</li> <li>• 75% of parents complete optional volunteer hours.</li> <li>• 80% of parents respond positively to the effectiveness of the school’s program</li> </ul>	2	<ul style="list-style-type: none"> <li>• Internal rosters of committee participation</li> <li>• Internal records of parent attendance at Parent-Teacher events</li> <li>• Internal records of parent volunteer hours</li> <li>• Internal end-of-year parent surveys</li> </ul>	

<p>The school culture is healthy and fosters a positive culture for learning.</p> <ul style="list-style-type: none"> <li>80% of students feel valued, safe, and that their teachers care about their success.</li> </ul>	3	<ul style="list-style-type: none"> <li>Internal: beginning and end-of-year SEL survey results</li> </ul>	
--	---	--	--

<b>Pupil Outcome Goal</b>	<b>Proposed Assessment Tools/ Methods</b>
K-2 grade students who entered Grimmway Academy will demonstrate at least 1.5 years of growth towards grade-level proficiency in reading and language arts	<ul style="list-style-type: none"> <li>Pre-post reading/language Arts diagnostics (e.g. DRA and DIBELS)</li> <li>Curriculum embedded benchmark assessments</li> <li>CAASPP test data</li> <li>Informal classroom-based assessments</li> </ul>
All students will demonstrate at least one year of growth towards grade-level proficiency in reading and language arts	<ul style="list-style-type: none"> <li>Pre-post reading/language Arts diagnostics (e.g. DRA and DIBELS)</li> <li>Curriculum embedded benchmark assessments</li> <li>CAASPP test data</li> <li>Informal classroom-based assessments</li> </ul>
K-2 grade students who entered Grimmway Academy will demonstrate at least 1.5 years of growth towards grade-level proficiency on standards in the areas of Math, Science, and Social Studies.	<ul style="list-style-type: none"> <li>Pre-post diagnostic assessments</li> <li>Curriculum embedded benchmark assessments, aligned to standards (see “Assessment Design”, below, for a description of how assessments will be aligned to standards)</li> <li>CAASPP and CAST test data</li> <li>Informal classroom-based assessments</li> </ul>
All students will demonstrate at least one year of growth towards grade-level proficiency on standards in the areas of Math, Science, and Social Studies.	<ul style="list-style-type: none"> <li>Pre-post diagnostic assessments</li> <li>Curriculum embedded benchmark assessments, aligned to standards (see “Assessment Design”, below, for a description of how assessments will be aligned to standards)</li> <li>CAASPP and CAST test data</li> <li>Informal classroom-based assessments</li> </ul>
All students will develop a love of reading and read daily both for information and pleasure.	<ul style="list-style-type: none"> <li>Accelerated Reader test results showing reading activity.</li> <li>Student Reading Survey evaluating the importance of reading to students.</li> </ul>

### **C. Alignment of Outcomes to State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Grimmway Academy's school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by the Charter School, and methods for measuring progress, can be found in Grimmway Academy's LCAP. The current LCAP is on file with the County and is also available on our website at <https://www.gaarvin.org/>.

Grimmway Academy has identified the following three main goals in our LCAP:

1. Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement.
2. Create collaborative partnerships with parents to improve student achievement.
3. Provide an environment that encourages healthy lifestyles.

### **D. Measuring Student Progress**

Because of the centrality of data to our RTI model, the Grimmway Academy is a data-driven school. 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. We evaluate systems by performing advanced data-mining to allow us to perform better analysis of individual objectives which we collect on our Math and DIBELS assessments and believe that successful implementation will allow even better ability to customize ILP's for students.

CAASPP data will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make significant gains during the year, we conduct interim assessments approximately every academic quarter for each student in English Language Arts and Math. Interim assessments are created by site leadership with support from the CMO using CCSS-aligned test banks and the SBAC Blueprint. Results are correlated with performance on end of year CAASPP, NWEA, and ELPAC testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff is trained on how to interpret test data and is engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis is tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. In this way, staff is continuously challenged to rethink current pedagogical practices to meet the changing needs of students.

## **Use and Reporting of Data**

As referenced in the professional development section, teachers spend much of their time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. As discussed earlier in the sections on At-Risk and High-Performing students, this monthly student data is used for early identification of students in those two categories.

Student progress towards skill mastery is documented three times annually in standard-based report cards. In addition to the standards-based report card items, we add summary metrics in Literacy and Math based on assessments to aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Parent-teacher conferences are held at least once per school year and more often on an as-needed basis. Teachers share students' academic, social, emotional, and physical progress with parents. Upper grade students are given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the Charter School publishes student results annually through the School Accountability Report Card ("SARC").

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Grimmway Academy collects annual data from the assessments listed above and utilizes the data to identify areas of necessary improvements in the educational program.

Grimmway Academy will continue to work with the County to jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, it is recognized and agreed by Grimmway Academy that the County may make unplanned and unscheduled random inspections of the Charter School at any time.

Grimmway Academy shall comply with Education Code Section 47604.3 and the Public Records Act.



## **ELEMENT IV. GOVERNANCE STRUCTURE**

*“The governance structure of the charter school including, but not be limited to, the process to be followed by the charter school to ensure parental involvement.”*

*-California Education Code Section 47605(b)(5)(D)*

### **Nonprofit Public Benefit Corporation**

The Charter School is a directly funded independent charter school operated by Grimmway Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law, which has 501(c)(3) tax exempt status. The Grimm Family Education Foundation (the “Foundation”) will serve as the sole statutory member, as defined in Corporations Code Section 5056, of Grimmway Schools.

The Charter School operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(d), KCBE shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as KCBE has complied with all oversight responsibilities required by law. (Articles of Incorporation, Bylaws, and a Conflict of Interest Code for the Charter School are attached as Appendix O.)

### **Board of Directors**

The Charter School is governed by the Grimmway Schools Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board of Directors has at least five and no more than nine members with expertise among members in the areas of education, law, real estate/facilities, business/finance, and organization. The Board consists of educators, community representatives and other stakeholders.

The Board composition is determined by the Foundation. In addition, in accordance with Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit corporation. If the County places a representative on the Board, the total number of Board members may be increased by one to maintain an odd number of Board members.

All members of the Charter School Board of Directors shall be designated by the sole statutory member, the Foundation. Board members shall serve a term of 2 years.

The Charter School Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As noted above, the Conflict of Interest Code is attached as Appendix O.

Grimmway Schools posts meeting notices at the Charter School in advance of all Board meetings to be held monthly, in accordance with the Brown Act. A scribe records all meeting minutes and publishes them for all stakeholders to view. The Grimmway Academy also posts agendas, meeting times, and minutes on its website. Grimmway Schools will hold Board meetings in accordance with Education Code Section 47604.1.

Grimmway Schools Board of Directors complies with the Brown Act.

The Board holds ultimate responsibility for the operation of the Grimmway Academy, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission. The Board solicits input and opinions from the parents of students, the faculty, and staff regarding issues of significance and weighs the input and opinions carefully before taking action. The Board focuses its work on:

- Upholding the mission and vision of the Grimmway Academy
- Providing strategic vision and performing long-range planning
- Hiring and evaluating the CEO/Executive Director
- Creating external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee
- Ensuring compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Approving and monitoring the school budget and the Charter School's fiscal practices, including solicitation and receipt of grants and donations
- Providing notice and holding meetings in compliance with the Brown Act
- Approving personnel policies
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk-related matters

The Board adopts and maintains policies and procedures regarding self-dealing and conflicts of interest. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the corporation any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board will receive proper training annually. Some of the topics for the training sessions are:

- Brown Act
- Conflict of Interest
- Delineation of Roles and Responsibilities

- Strategic Planning and Thinking
- Legal and Financial Responsibilities
- Effective Board-Staff Relations
- Creating Effective Committees
- Effective Board Self-Assessment

The above list is a sample and is not meant to be exhaustive.

### **Sole Statutory Member**

The sole statutory member of the Board is the Grimm Family Education Foundation, a California nonprofit corporation with 501(c)(3) status, located in Bakersfield, CA. The Foundation was created to support education programs for students from kindergarten through college, provide alternative educational opportunities to under-served children and families and address the achievement gap between white and minority students in rural Kern County, California.

The Foundation is responsible for identifying and appointing the individuals who serve as the Board of Directors of the Charter School. Additional rights of the Foundation may include, but are not limited to, the following: (1) the election of the corporation's directors; (2) filling vacancies on the corporation's Board of Directors; (3) removal of the corporation's directors; (4) any merger and its principal terms and any amendment of those terms; (5) amendment to the corporation's bylaws; (6) any election to dissolve the corporation; and (7) as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in the Bylaws of Grimmway Schools. The Articles of Incorporation for the Foundation are attached as Appendix P.

### **Executive Director**

The Executive Director reports to the Grimmway Schools Board of Directors and is responsible for the entire operation of Grimmway Schools and serves as the key external representative on behalf of the school network to the local communities, the Greater Kern County region, and charter school authorizers.

The Executive Director carries out the mission and vision of the Board of Directors of providing a high-performing education composed of academic excellence, character, leadership and health and wellness. This individual will be an exceptional manager, motivating leader, and a strong relationship builder with demonstrated success in a similarly situated school or organization.

The Executive Director will work with the Board of Directors, principals, Grimmway Schools home office staff, teachers, parent organizations, and community leaders in the following specific areas:

- Executive Leadership
- Academics
- Operations
- Financial Management Compliance
- External Relations

## The Principal

The Principal of the Grimmway Academy oversees the strategic and operational plans of the Charter School. The Principal has overall day to day management responsibilities of the Charter School and ensures the Charter School operates in fulfillment of the mission as spelled out in the charter and in compliance with charter school law, bylaws, and applicable education law. The Principal works with the Board and its committees to ensure the Charter School makes sound strategic decisions and ensures the Charter School maintains a focus on student achievement. The Principal serves as a spokesperson for the Board to further the Charter School's prominence within the local, state, and national education and charter school communities.

The responsibilities of the Principal or his/her designee may include, but are not limited to, the following:

- Stay in contact with County regarding changes, progress, etc.
- Communicate with school legal counsel and any outside consultants
- Stay abreast of school laws and regulations
- Approve all purchase orders, pay warrants, and requisitions and, upon approval, forwarding on for processing
- Participate in the complaint and dispute resolution procedures when necessary
- Establish and execute enrollment procedures
- Provide all necessary financial reports as required for proper ADA reporting
- Make budget line item revisions when necessary and report changes regularly to the Executive Director
- In collaboration with the Executive Director, develop and administer the budget in accordance with generally accepted accounting principles
- Attend IEP meetings when necessary
- Coordinate the administration of Standardized Testing
- Oversee and coordinating student orientation
- Attend all Board meetings and County Board meetings as necessary, as the Charter School representative
- Establish procedures designed to carry out Board policies
- Provide timely performance evaluations of all Grimmway Academy employees
- In collaboration with the Executive Director, Oversee development and implementation of curriculum, instruction, and scheduling in alignment with State of California Standards
- In collaboration with the Executive Director, develop the Grimmway Academy annual performance target goals
- Handle student disciplinary matters in accordance with Board policies and procedures
- Facilitate open house events
- Oversee parent/student/teacher relations
- Implement Site Safety Procedures in compliance with all applicable laws
- Create and appoint committees to assist in the execution of certain planning and administrative functions
- Hire and supervise all employees and volunteers at the Charter School
- Conduct community outreach and community relations efforts
- Oversee facility and building operations

## **Assistant Principal(s)**

In addition to the Principal, Grimmway Academy will employ up to two Assistant Principals focused full-time on the implementation of the Charter School's Academics/Curriculum and/or Student Services in order to achieve the mission and vision of Grimmway Schools. The Principal will select the Assistant Principal(s) on an application and interview basis.

General responsibilities for the Assistant Principal(s) will include:

- Guidance Curriculum: Classroom Guidance Lessons; Career Awareness; Conflict Resolution/ Social Skills; Developmental Awareness
- Individual Planning: Student Assessments; Student Placement & Scheduling; New Student Transition; Academic & Career Advisement
- Responsive Services: Family & Teacher Consulting; Crisis Intervention & Grief Management; Educational Support Groups; Consultation and Collaboration with Parents, Teachers and Community Agencies
- Systems Support: Program Evaluation; Program Development & Coordination; Needs Assessment; Committee Participation; Positive Behavior Intervention and Support (PBIS); Restorative Justice practices

Duties and Responsibilities will include, but are not limited to:

- Provide direct support service to individual students, small groups, and classrooms
- Oversee implementation of Positive Behavior Intervention Support (PBIS) and Restorative Justice protocols
- Mentor teachers to assist them in the development of excellent instructional practices
- Help teachers identify and support students experiencing academic, behavioral, or emotional difficulties in school
- Develop actionable annual growth plans for all teachers at mid-year and end of year
- Work with the Principal to establish and implement systemic teacher motivation and recognition
- Oversee all summer school operations as lead Administrator
- Conduct home visits and assessments for at-risk students
- In collaboration with the Principal, develops and maintain family outreach programs and community partnerships
- Coordinates with the school counselor to provide direct service to students in the classroom or in small group on organization, studying styles, goal setting, Kindness, Self-Control, and peer pressure
- Develops and presents professional development for the faculty and staff concerning classroom management, Optimal Learning Environments (OLE), Restorative Justice approaches, etc.
- In collaboration with the Principal and AP of Academics, works with individual teachers on developing effective learning environments in the classroom in terms of student behavior
- Assists the Principal and Assistant Principal of Academics in collecting and analyzing data from classroom walkthroughs and observations
- Collaborate with the Principal and Counselor in the development of student schedules

- Facilitate guidance meetings with academic teams
- Participate in SST and 504 meetings
- Provide mediations for students to resolve conflict
- Consult with teachers, administrators, specialists, and parents to meet student needs
- Provide academic and personal counseling in coordination with the Counselor
- Develop orientations for new students and their parents, providing them with a schedule of their classes, reviewing the school handbook, and providing school tours
- Develop workshops for parents on bullying, importance of literacy, stages of development and goal setting
- Assist in fifth grade and eighth grade transitions
- Train staff and coordinate the State mandated reporting and referral process
- Participate in weekly teachers meeting on student classroom performance and behavior, as input to target individual, group and overall student counseling needs
- Participate in weekly school leadership team meetings to collaborate on school-wide initiatives including, but not limited to student scheduling, school open house, Positive Behavior Intervention Support (PBIS), improving the counseling program, crisis plan development, and student support teams (SST)
- Other related duties as assigned by the Principal.

*Required Education and Experience:*

- Valid California Teaching Credential or equivalent certification
- At least five years of teaching or school counseling experience.
- Master's degree in a related field (Education, Administration, School Counseling).

*Desired Education and Experience*

- Possession of a valid Administrative or Pupil Personnel Services Credential or credential in a related field.
- Previous experience in a related school or district leadership position (coach, counselor, director, administrator, etc.).
- Ability to read, write, and speak Spanish proficiently.
- Experience working with economically underserved students.

**Charter School Committees**

Parents, teachers, students, and other stakeholders participate in school governance through their involvement in various school committees. Committee membership is determined by the Principal in collaboration with the Executive Director.

**School Site Council (SSC)**

The purpose of this council shall be to:

- Develop and recommend the school plan to include School Improvement Program (SIP), Chapter 1/EIA, Chapter VI.
- Have on-going responsibility to review with the principal, teachers, other school personnel, parents, pupils the implementation of the school plan, and to assess periodically the effectiveness of the program.
- Annually review the school plan, establish a new school plan budget consistent

with the Education Code, and, if necessary, make modifications in the plan to reflect changing improvement needs and priorities.

- Take other actions as required by the Education Code.

The council shall be composed of the principal, and representatives of: teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, parents of pupils attending the school elected by such parents, and pupils elected by pupils attending the school. The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents. Classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members shall not be employees of the school district.

### **English Language Advisory Committee (ELAC)**

The purpose of this committee shall be to:

1. Review the schools needs assessment as described in the SPSA and LCAP.
2. Have on-going responsibility to review and assess the effectiveness of the SPSA, and EL Plan with the principal, teachers, other school personnel, and parents and offer suggestions to the SSC for the implementation of the school plan.
3. Review assess the effectiveness and implement the EL Plan.
4. Shall review the annual language census.
5. Implement strategies that make parents aware of the importance of regular school attendance.

The membership of this committee shall be seven (7). The composition of the parents on the committee shall consist of the same percentage of EL parents as EL students. At this time, three of the four parents must be parents of EL students.

### **SPGA (Star Parents of Grimmway Academy)**

The SPGA is organized for the purpose of promoting the interests of GA in cooperation with the administrators and teachers. In addition, they provide a forum for the sharing of ideas that will benefit GA and for educating parents about the GA educational program. The SPGA parents meet on a monthly basis the 2nd Tuesday of each month at 5:30 pm and all parents are welcome to attend meetings. Those parents who attend meetings will become voting members. An interpreter will be present at each meeting. All meetings will be held at Grimmway Academy at 5:30 pm.

Using the Success for All (SFA) program and its Leading for Success model as a foundation for our governance committees otherwise known as School Solutions, we have incorporated the above highlighted committees and curriculum components. Additionally, we have added a couple of committees that reflect the philosophy and programming of Grimmway Academy Arvin.

# Leading for Success



## Leading for Success

Leading for Success is the part of Success for All's whole school program that aligns all the resources and systems in the school to address schoolwide goals, facilitate effective implementation of instruction, and ultimately improve student achievement. The Leading for Success program integrates these major ideas and models:

- distributed or shared leadership model;
- student-achievement data;
- systems theory
- goal-focused process for continuous improvement.

Leading for Success structures provide alignment coordination, collaboration, and accountability; the Leading for Success program is organized and overseen by the Leadership Team, and the work is fulfilled by the Leading for Success Teams that represent the school's systems and instruction. For more information, see the Introduction, pages 1-5, and Chapter 1 in the *Leadership Guide (2013)*.

**Kinder Corner Team, Reading Roots Team, and Reading Wings Team** – Principal, Administration, Teachers, and Staff Members

These teams are responsible for understanding and implementing the instructional components of the SFA curriculum. Work includes Identifying teaching strengths and prioritizing areas of concern in order to meet school and student academic goals. Ongoing meetings scheduled throughout the school year are dedicated to brainstorming strategies for addressing concerns in order to maximize student progress.

**Intervention Team** – Principal, Administration and Teachers

This team collaborates to analyze student achievement data for the purposes of supporting students who are not having academic success for various reasons, i.e. learning problems, behavior, health, etc. Support includes the creation of individualized plans and specific interventions for the student. Additionally, this team monitors the percentage of ELL and SST students meeting intervention goals.

**Attendance Team** – Principal, Teachers and Staff Members

This team contributes to student daily attendance by examining school level data for trends in absences, tardies, and early outs. Through this analysis, the team Identifies key attendance barriers and outlines a plan for supporting families with attendance issues subject to approval by the Principal. The team also monitors if the recommended interventions have been successful in addressing the attendance issue.

**Parent and Family Involvement Team** – Administration, Teachers, Staff members and Parents

This team meets monthly to identify ways of engaging GAA families in order to foster positive partnerships and gain insight into their educational and informational needs. In addition, the team participates in informing and educating parents about the schoolwide expectations.



**Cooperative Culture Team – Administration, Teachers, Staff Members, and Parents**

This team is responsible for the enhancement of a positive school culture. The team meets monthly to establish goals, and analyze behavior data provided through Kickboard, office referrals, etc. Additionally, the team makes recommendations for the creation of a supportive, structured school environment, subject to the approval of the Principal and/or Board where appropriate.

**Parental Involvement**

In addition to participation on various committees there are a number of additional opportunities for parental involvement:

- Parents, students, and teachers meet regularly to assess individual students' progress and to set learning goals.
- There are a number of volunteer opportunities including helping in the classroom, leading extracurricular activities, assisting in leadership opportunities, and attending field trips.
- Parents may also be asked to complete evaluations each year addressing the strengths and weaknesses of various Charter School programs, which will be considered for ongoing improvement.
- Completing the annual Parent Satisfaction Survey

## ELEMENT V. STAFF QUALIFICATIONS

### A. Qualifications of School Employees

*Governing Law: "The qualifications to be met by individuals to be employed by the charter school."  
- Education Code Section 47605(b)(5)(E)*

Grimmway Academy shall recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its mission statement and vision. In accordance with Education Code 47605(d)(1), Grimmway Academy shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. All employees must furnish or be able to provide:

- Risk assessment or examination for Mantoux tuberculosis (TB)
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, Grimmway Academy will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Grimmway Academy. General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

## **Executive Director**

### **Qualifications:**

- Organizational leadership experience with a proven record of success in leading cross-functional teams to achieve ambitious results in the field of education;
- Strong strategic thinking and planning skills, with an ability to manage multiple concurrent projects and priorities effectively;
- Exceptional communication skills with an ability to motivate staff, parents, community leaders, and other school stakeholders;
- Experience forming, cultivating, and expanding partnerships with key constituents in the public and private sectors, such as foundations, individuals, and government agencies;
- Strong financial acumen including a background in budgeting, audit processes, investment oversight, and financial reporting;
- A proven track record of fundraising from charitable foundations, businesses, individuals, and public sector institutions;
- Knowledge of local, state, and federal laws applying to charter public schools;
- Utmost personal integrity that balances a strong commitment to transparency with necessary confidentiality in sensitive matters;
- An unwavering dedication to establishing and maintaining a positive, respectful relationship with students, staff, parents, and community members;
- A Master's degree or other advanced professional degree strongly preferred;
- At least 15 years of professional experience, preferably within the K-12 education sector; and
- A valid administrative credential or license is preferred;
- Previous experience within a charter school environment is highly desirable.

## **Principal**

### **Qualifications:**

- Passion for improving educational opportunities for all students and for building a strong, highly effective organization aligned to this mission
- Demonstrated experience raising student achievement among a diverse group of learners, including low income students, non-native English speakers, students of color, and other traditionally underserved populations
- Personal connection to and/or experience working closely with English Language Learners and their families
- Knowledge of/experience with innovative school designs and instructional models, including those featuring 21st Century strategies like blended and personalized learning
- Excellent communication, interpersonal, and presentation skills
- Strong, experienced manager with excellent leadership and team building skills
- Ability to productively organize, communicates, and disseminates policies, strategies, and tasks
- Familiarity with the developmental, behavioral, social, and academic needs of students in the academic years

**Required Education and Experience:**

- At least 5 years' experience teaching elementary school and/or middle school
- BA/BS required;
- Relevant California Teaching Credential

**Preferred Qualifications**

- 3-5 plus years' experience as a school leader (principal, vice-principal, or academic dean)
- Charter School experience preferred
- Bilingual Spanish/English preferred
- MA or MEd preferred
- Current California or transferable School Administrator/Principal certification preferred

**Assistant Principal**  
**Qualifications:**

- Passion for improving educational opportunities for all students and for building a strong, highly effective organization aligned to this mission
- Demonstrated experience raising student achievement among a diverse group of learners, including low income students, non-native English speakers, students of color, and other traditionally underserved populations
- Personal connection to and/or experience working closely with English Language Learners and their families
- Knowledge of/experience with innovative school designs and instructional models, including those featuring 21st Century strategies like blended and personalized learning
- Excellent communication, interpersonal, and presentation skills
- Strong, experienced manager with excellent leadership and team building skills
- Ability to productively organize, communicates, and disseminates policies, strategies, and tasks
- Familiarity with the developmental, behavioral, social, and academic needs of students in the academic years

**Required Education and Experience:**

- Valid California Teaching Credential.
- At least five years of teaching or school counseling experience.
- Master's degree in a related field (Education, Administration, School Counseling).

**Desired Education and Experience**

- Possession of a valid Administrative Services Credential.
- Previous experience in a related school or district leadership position (coach, counselor, director, administrator, etc.).
- Ability to read, write, and speak Spanish proficiently.
- Experience working with economically underserved students.

## **Instructional Coach**

The role of the instructional coach is to promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration, and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. All instructional coaches work collaboratively as a team with members of the school site leadership and the Executive Director. The instructional coach will demonstrate and model a passion for education reform and leadership.

### **Qualifications:**

- A passion for bettering historically underrepresented communities and increasing the instructional rigor and practice of teaching faculty.
- Recognition as exemplary classroom teacher and excellent professional role model.
- Effective interpersonal and communication skills.
- Experience working linguistically and ethnically diverse students.
- Demonstrated commitment to personal professional growth and learning.
- Willingness to participate in professional growth experiences and training to acquire the knowledge and skills needed to be effective.
- Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers about formative assessment evidence.
- Willingness to work collaboratively and share instructional ideas and materials with teachers.
- Knowledge of, or experience with teacher growth and development.
- Strong literacy and numeracy skills, strong subject matter competence and English language development strategies.

### **Required Education and Experience:**

- Valid clear CA credential or commensurate experience developing teachers
- Master's degree in Education or related field
- A minimum of 5 years of successful teaching experience
- Ability to demonstrate development and delivery of high quality instructional professional development to K-12 teaching faculty.

## **Teachers**

Teachers are selected by the Principal in consultation with the Executive Director. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low-income students and English learners is a strong qualification for employment.

Accordingly, a teacher of core academic subjects (including English language arts, mathematics, science, and social studies) must have:

- a bachelor's degree;

- a State credential or an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;
- demonstrated core academic subject matter competence;
- demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice.

Grimmway Academy shall comply with Education Code Section 47605(I), which states:

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

All teachers will be CLAD or a California Department of Education equivalent certified to serve English Learners.

In order to recruit and attract well qualified teachers, Grimmway Academy will advertise positions on websites such as EdJoin, as well as local newspapers and other publications.

Responsibilities for teachers include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content
- Assessing student progress and maintaining accurate records
- Participating regularly in professional development opportunities
- Maintaining frequent communication with students, students' families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Providing an effective classroom environment that reflects and facilitates the academic program
- A full day of teaching, primarily within the academic area in which they focus their teaming
- Mentoring and instructional advice for their peers to help them develop the skills needed to progress as teachers

Grimmway Academy teachers progress up a career ladder. Advancement up the ladder is based on the quality of that teacher's instruction, based on student academic outcomes, their ability to work in a team of teachers, and satisfaction of the families served by this teacher. We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. Creating a career ladder like the Charter School's has several advantages, including employee retention, succession planning, and better career development. (CA State Dept. of Employee Development, 2003).

Attached as Appendix Q, please see Leadership Training, which details some professional development opportunities for Grimmway Academy teachers.

## **Office Manager**

The Office Manager will be responsible for the daily operations of Grimmway Academy. The Office Manager will be selected by and report to the Principal.

### **Responsibilities:**

- Recording attendance
- Primary responsibility for input of Free and Reduced Lunch information into the student database
- Managing the office
- Overseeing purchases of materials
- Day to day bookkeeping
- Managing the schedules of the Learning Lab Staff and Principal
- Serving as first point of contact for Parents contacting the Charter School

### **Qualifications**

- A.A. degree or equivalent work experience
- 3 plus years in administrative support position, preferable
- Experience in school front office, preferable
- Strong organizational skills
- Strong time management skills
- Ability to work both independently and with a team
- Fluency in Spanish is highly desirable.
- Proficient with Microsoft Office



## **ELEMENT VI. HEALTH AND SAFETY PROCEDURES**

*Governing Law: "The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- i) That each employee of the school furnishes the school with a record summary as described in Section 44237.*
- ii) The development of a school safety plan, which shall include the safety topics listed in subparagraph (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."*

*- Education Code Section 47605(b)(5)(F)*

The health and safety of Grimmway Academy staff and pupils is a high priority for the Charter School. The Charter School will follow all required safety regulations including emergency policies and procedures. In order to provide safety for all students and staff, Grimmway Academy maintain and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures are incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and the Board of Directors. Grimmway Academy shall ensure that staff are trained annually on the health and safety policies.

The following provides a summary of the health and safety policies and procedures to be followed at the Charter School. Attached, please find the health and safety policies and procedures of the Charter School. The policies and procedures are kept on file for review on an ongoing basis. Grimmway Academy may create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state, and federal laws and regulations. The following provides a brief summary of the Charter School's policies:

### **Procedures for Background Checks**

Employees and contractors of the Grimmway Academy are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Grimmway Academy shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. Grimmway Academy shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

## **TB Risk Assessment and Examination**

Grimmway Academy follows the requirement of Education Code Section 49406 in requiring tuberculosis risk assessments and examinations (if necessary) of all employees, and volunteers who have frequent or prolonged contact with students, prior to commencing employment and working with the students, and for employees at least once each four years thereafter.

## **Immunizations**

All students enrolled are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

## **Medication in School**

Grimmway Academy adheres to Education Code Section 49423 regarding administration of medication in school. Grimmway Academy will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

## **Vision/Hearing/Scoliosis**

Students are screened for vision, hearing and scoliosis. Grimmway Academy adheres to Education Code Section 49450 et seq., as applicable to the grade levels served by the Charter School.

## **Diabetes**

The Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

## **Suicide Prevention Policy**

Grimmway Academy shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

## **Prevention of Human Trafficking**

By January 1, 2020, Grimmway Academy shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

## **Feminine Hygiene Products**

Grimmway Academy will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

## **Nutritionally Adequate Free or Reduced-Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

## **California Healthy Youth Act**

Grimmway Academy shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (“Education Code Section 51930, *et seq.*)

## **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

## **Emergency Preparedness**

Grimmway Academy adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook includes, but is not limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and is submitted for County receipt and review. This handbook also includes an evacuation plan, and general school safety, injury, and illness prevention procedures.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

## **Blood Borne Pathogens**

Grimmway Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including hepatitis B virus (“HBV”).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

## **Drug-, Alcohol-, and Smoke-Free Environment**

Grimmway Academy shall maintain a drug-, alcohol-, and smoke-free environment.

## **Facility**

The facility utilized by Grimmway Academy must be in compliance with applicable State and local Building Codes in accordance with Education Code Section 47610.

## **Facility Safety**

Grimmway Academy shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms in accordance with Education Code Section 32001 at its facilities to ensure that they are maintained in an operable condition at all times.

## **Comprehensive Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate

any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policy, a copy of which is attached as Appendix S.

### **Bullying Prevention**

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

## ELEMENT VII: RACIAL AND ETHNIC BALANCE

*Governing Law: “The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.”*

*- Education Code Section 47605(b)(5)(G).*

The Charter School implements efforts to inform our parents, neighbors, and community members about the Charter School. It is our desire to attract a diverse student body reflective of the general population residing within the territorial jurisdiction of the District, and we reach out to the community accordingly. Our outreach plans are detailed in Community Outreach Initiatives, attached as Appendix T. Further, we developed outreach collateral about our open enrollment periods in both English and Spanish in order to ensure that we reach as many members of the Arvin community as possible (Appendix U).

The ethnic demographics of Grimmway Academy are reflective of the Arvin Union School District and the territorial jurisdiction of Arvin Union as evidenced by the following chart.

	Hispanic or Latino	African American	White	American Indian or Alaska Native	Asian	Filipino	Two or more races
Arvin Union*	96.2%	0.5%	2.7%	0.1%	0.2%	0.2%	0.1%
City of Arvin**	93.0%	1.0%	5.7%	0.1%	0.1%	0.0%	0.1%
Grimmway Arvin*	94.5%	0.9%	3.6%	0.2%	0.6%	0.0%	0.0%

*\*most recent data from DataQuest*

*\*\*most recent data on [factfinder.census.gov](https://factfinder.census.gov)*

## ELEMENT VIII. ADMISSIONS POLICY AND PROCEDURES

*Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d)."*

*- Education Code Section 47605(b)(5)(H).*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into Grimmway Academy. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Section 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Grimmway Academy application process is comprised of the following:

- Parent attendance at a school orientation meeting is encouraged
- Completion of a student application form

Registration packets for students who are admitted will also gather the following:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records

### Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year. Enrollment preferences in the case of a public random drawing shall be as follows:

- Siblings of pupils\* admitted to or attending the Charter School
- Children of Grimmway Academy employees
- Residents of the District

- All other applicants

\*For purposes of this policy, “sibling” includes students entered into the same public random drawing. A sibling includes biological or step siblings sharing one or more parents through marriage.

Grimmway Schools and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Executive Director and Principal will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

**Planned Application, Public Random Drawing, and Admission Schedule**

**January – March**

Applications forms available at school administrative office or online at the Charter School’s website.

**First week of April**

Public random drawing conducted (if necessary).

Following the public random drawing, admission notification and enrollment packets distributed to parents and children who have



been drawn in the public random drawing.

**June 1**

Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

## **ELEMENT IX: INDEPENDENT FINANCIAL AUDIT**

*Governing Law: "The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."*

*- Education Code Section 47605(b)(5)(l).*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The Executive Director will recommend an independent auditor to the Board of Directors through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

## ELEMENT X. SUSPENSION AND EXPULSION POLICY AND PROCEDURES

*Governing Law: "The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."*

*- Education Code Section 47605(b)(5)(J).*

### Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, Grimmway Academy has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it will be reviewed annually and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not

include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## **Procedures**

### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have on

or more of the effects described in subparagraph (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic art.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.



1. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
      - iii. An act of cyber sexual bullying.
        - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the

solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have on or more of the effects described in subparagraph (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic art.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of

1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;

- 2) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons

for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical



or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

### **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **Appeal Rights**

If a pupil is expelled from school, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the governing board to expel, file an appeal to the Kern County Board of Education which shall hold a hearing thereon and render its decision (Education Code 48919).

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919).

### **Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

## **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. No student shall be denied readmission because Grimmway Academy does not have space available.

## **Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **1. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School would be deemed to have knowledge that the student had a disability

### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the

hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **ELEMENT XI. RETIREMENT SYSTEMS**

*Governing Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."*

*- Education Code Section 47605(b)(5)(K)*

All full-time employees of the Charter School will participate in a qualified retirement plan. Eligible full-time certificated teachers will participate in the State Teachers' Retirement System ("STRS"). Employees will contribute the required percentage, and Grimmway Academy will contribute the employer's portion required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. Grimmway Academy will submit all retirement data through KCSOS and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Grimmway Academy accepts and understands obligations to comply with Section 47611 of the Education Code.

All non-certificated staff will participate in the federal social security system. The Grimmway Academy Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

## **ELEMENT XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*Governing Law: "The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."*

*- Education Code Section 47605(b)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

### **ELEMENT XIII. EMPLOYEE RETURN RIGHTS**

*Governing Law: "A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."*

*- Education Code Section 47605(b)(5)(M)*

No public-school district employee shall be required to work at the Charter School. Job applicants for positions at Grimmway Academy will be considered through an open process, and if hired, will enter into a contractual agreement with the Charter School. Any District union employee who is offered employment and chooses to work at Grimmway Academy will not be covered by his or her respective collective bargaining unit agreement, although Grimmway Academy may extend the same protections and benefits in individual employee contracts.

Grimmway Academy shall have no authority to request or bind the District to re-employing a former employee or allowing a leave of absence. Any current District employee who resigns his or her position with the District to become an employee of the Charter School shall only have rights to return to the District as granted by the District. Grimmway Academy shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.



## **ELEMENT XIV. DISPUTE RESOLUTION**

***Governing Law:** “The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”*

*- Education Code Section 47605(b)(5)(N)*

### **Intent**

The intent of this dispute resolution process is to (1) minimize the oversight burden on the County, (2) ensure a fair and timely resolution to disputes, and (3) frame a charter oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.

### **Public Comments**

The staff and governing board members of Grimmway Academy and the County agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless otherwise required by law.

### **Disputes Between the Charter School and the Chartering Authority**

In the event of a dispute between Grimmway Academy and the County, the staff and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent of the County and the Executive Director of Grimmway Academy or designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, Grimmway Academy requests that this be specifically noted in the written dispute statement, but is aware that the County is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of KCBE to revoke the charter in accordance with the procedures detailed in Education Code Section 47607, nor to imply that Grimmway Academy has any legal authority to do so.

The Principal and Superintendent shall informally meet and confer in a timely fashion (not later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School and attempt to resolve the dispute. The joint meeting shall be held within fifteen (15) school days from the informal meeting. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director shall jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public-school setting. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within 30 school days of the joint meeting. All dates within this section can be amended by written mutual agreement or necessity due to mediator scheduling. In the event that the Parties agree to attempt to resolve the dispute in mediation, the mediator’s fees will be paid by the Charter School, unless otherwise agreed.

If the dispute is not resolved by the meeting or by mediation, the matter shall be referred to the County Board at its next regularly scheduled meeting. The decision of the County Board to resolve the dispute shall be final and binding on the Charter School, provided that the Charter School may seek judicial review of the County Board's decision in a court of competent jurisdiction. Unless and until such a judicial review results in a reversal or a stay of the decision of the County Board, the decision of the County Board to resolve the dispute shall be final and binding on the Charter School.

Notwithstanding the above, nothing in this dispute resolution process shall prevent or delay the County or the Superintendent from exercising and discharging any power or duly authorized by law with respect to oversight of the charter including but not limited to the right to revoke the charter as authorized by law.

Nothing in this section shall be interpreted as a waiver by the Charter School of any available legal rights or recourse in response to action by the County Board.

### **Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## **ELEMENT XV. CLOSURE PROCEDURES**

*Governing Law: "The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."*

*- Education Code Section 47605(b)(5)(O).*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Kern County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of

material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation 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 assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix W, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS CHARTER PROVISIONS

### **A. Budget and Financial Reporting**

*Governing Law: "The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."*

*- Education Code Section 47605(g).*

Attached, as Appendix W, please find a budget, cash-flow, and financial projections for the next three years of operation. These documents are based upon the best data available to the Charter School at this time, including the most recent projections under the local control funding formula.

The Charter School shall provide reports to the County as follows in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. On or before July 1, an annual update (LCAP) required pursuant to Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

**B. Insurance**

The Charter School shall maintain and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the County and the Charter School's insurer. The County Board of Education is named as an additional insured on all policies of the Charter School.

**C. Administrative Services**

*Governing Law: "The manner in which administrative services of the charter school are to be provided."*

*- Education Code Section 47605(g).*

The Charter School provides its own administrative services including, but not limited to, office management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School also purchases administrative services from the County.

**D. Facilities**

*Governing Law: "The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate."*

*- Education Code Section 47605(g).*

Grimmway Academy is located within the District boundaries at 901 Nectarine Court, Arvin, CA 93203. The facility consists of the following details:

Size and Location

- The Charter School occupies approximately 46,000 square feet
- Located in central Arvin on approximately 8 acres

Classrooms

- 25 spacious classrooms opening to a central courtyard incorporating sections of the organic garden
- Four full-service boys and girls' bathrooms
- Three kindergarten classrooms housing their own restroom facilities

Learning Lab

The Learning Lab houses 90 Chromebooks for supplemented learning.

Cafe

- A large open space for school assemblies and programs outfitted with seating for lunch and supper service

- A commercial cafeteria with all necessary equipment to provide meal preparation and service

#### Office

- Office space includes a reception area, private offices for the Principal and Administration, restroom facilities and a work/copy room
- Additional office space includes 3 offices, 1 conference room, a reception area, meeting room, and restrooms.

#### Playground/ Garden

- The area surrounding the Charter School is designated as play areas and Garden areas.
- Play areas incorporate play structures and grass fields.
- Covered outdoor tables are available for student lunches and outdoor learning opportunities

#### Parking

- A parking lot is located at the front of the Charter School on Nectarine Ct and on Walnut Drive

### **E. Transportation**

The Charter School does not provide transportation to and from school, except as required by law or as otherwise required for students with disabilities in accordance with a student's IEP.

### **F. Potential Civil Liability Effects**

*Governing Law: "Potential civil liability effects, if any, upon the charter school and upon the District."*

*- Education Code Section 47605(g).*

Grimmway Academy shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Grimmway Academy shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and County intend to enter into a MOU, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School maintains general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County is named an additional insured on the general liability insurance of the Charter School.

The Grimmway Academy Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.



## **CONCLUSION**

By approving this charter renewal, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five-year charter renewal term beginning July 1, 2021 and effective through June 30, 2026.