



Grimmway Academy Shafter

Charter Petition

Submitted to
 Richland Union Elementary School District
 For the term July 1, 2017 – June 30, 2022

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Barbara Grimm Marshall, hereby certify that the information submitted in this petition for a California public charter school named Grimmway Academy Shafter (hereinafter referred to as “Grimmway Academy”, “Grimmway Academy Shafter”, or the “Charter School”), and to be located within the boundaries of the Richland Union Elementary School District (“RUESD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School 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, the 501c3 non-profit overseeing the Charter School, 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)(5)(O)]
- 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, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. 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). 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)-(B)]

- 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 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 in 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- 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)]

- 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 locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- 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), 47610]
- The Charter School shall comply with all applicable portions of the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records 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 of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Barbara Grimm Marshall, Lead Petitioner
Founder and President,
Grimm Family Education Foundation

Date

INTRODUCTION

A. Background

Grimmway Enterprises (“GE”) has been involved in the support of local school and education programs through a variety of activities since 1981. GE has donated funds to develop and implement athletic, music and general scholastic programs at a variety of public elementary and secondary schools throughout Kern County, as well as Bakersfield College, California State University Bakersfield, and Concordia University in Irvine, CA.

In 1998, Grimmway Enterprises established a College Scholarship Program for children of hourly employees. Over the years it has been disappointed with the low number of scholarship applicants and began investigating why there were not more applicants to the program. Grimmway Enterprises discovered that many of these children lacked the necessary skills to be successful in college, as they and many hundreds more children living in the most rural areas of Kern County are not receiving an education at the lower school levels that prepares them to compete at the college level. Moreover, a large disparity exists between the performance of Hispanic and white students in Kern County.

Our vision in addressing this problem is clear: to create educational choice for under-served communities so that all children will thrive and be successful students. We want to provide an opportunity for children, starting at the kindergarten level, to develop skills that allow for successful advancement through each grade, into middle school and high school, culminating in being fully prepared to apply to and succeed at college.

RUESD includes three elementary schools and one junior high school, comprised of 94% Hispanic or Latino students, 47% of whom are English Learners (“EL”), according to the California Department of Education’s DataQuest (all from 2014-2015). The Shafter community’s schools 2012-2013 Adequate Yearly Progress (“AYP”) indicates that, on average, only 37% of their students are proficient in English-language arts and 54% are proficient in math.

Grimmway Academy will address this critical problem by striving to meet three goals: provide a setting where children, regardless of their ethnic background, can thrive in school; close the achievement gap experienced by children living in local rural communities; and offer children and families in the community choice as it pertains to their education.

The Petitioners have successfully operated a charter school created with the same mission, vision, educational program, and unwavering commitment to students as evidenced in the Grimmway Academy Shafter charter. The original Grimmway

Academy, in Arvin, has been in operation for five years, under the authority of the Kern County Board of Education, and has proven to produce outstanding student achievement results, in addition to being financially sustainable. Based upon our strong track record in a nearby community, we seek to replicate our model for students and families in Shafter.

Grimmway Academy's model stands out in five important ways:

1. an extended school day,
2. high expectations,
3. teacher teaming,
4. deep community involvement, and
5. individualization for each student.

An Extended School Day & High Expectations

Our typical students will be socioeconomically 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, which 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 eighth grade) who are significantly below grade level. Upon graduation, they will leave the Charter School at or above grade level as measured by the assessments comprising the California Assessment of Student Performance and Progress ("CAASPP"). Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key. (Sanders and Rivers, 1996; Haycock, 1999)

Teacher Teaming

Grimmway Academy teachers will hold an appropriate California credential and 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 in grades kindergarten to third grade have one teacher each day who focuses primarily on literacy instruction, one teacher who focuses primarily on social studies and science instruction, and one teacher who focus primarily on math instruction. The students in grades four to six have one teacher each day who focuses primarily on literacy instruction integrated with social studies and one teacher who focuses primarily on math instruction integrated with science. 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.

We also believe that, in order for teaching to be a viable career, there has to be a career path that recognizes a teacher's ability to consistently make Significant Gains with significantly increased pay and responsibilities. The Administration will focus on developing our teachers' abilities, through mentoring and professional development. By providing a true career ladder, we believe we will be able to attract top college graduates to the Charter School who might otherwise pursue careers in law, medicine, engineering, business and other prestigious professions.

Deep Community Involvement

In order to achieve our extremely high expectations, it is crucial that our families help us to motivate their students to do their homework, come to school alert and prepared, and reinforce Grimmway Academy values. We will accomplish this by reaching out to the community instead of letting the community come to us. Our teachers will do home visits with every family during the first grading period of the year, we expect significant parent attendance at our school meetings, and we will have many special events during the year to draw families in.

Individualization for Each Student

The final distinctive characteristic of Grimmway Academy lies in its focus on each child. All students create Individualized Learning Plans ("ILP") with their homeroom teacher and parents. A student's ILP sets specific goals and actions to help the child meet academic benchmarks.

The Charter School's model is a full Response to Intervention ("RTI"), providing four 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. ILPs 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 ("LL"). 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 is the Instructional Success Team, which 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 Significant Gains will enter the Student Success Team (“SST”) process and will continue to receive tier two supports plus additional accommodations in the general education classroom. 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 assessments. 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.

We imagine a future for the hundreds of children served by Grimmway Academy in which they can enter high school ahead of their peers, take advantage of advanced classes in middle and high school for which their older brothers and sisters were unprepared, and go on to attain a four-year college education. We hope to see hundreds of qualified applicants for great four-year universities by 2030, when our first class of kindergarteners will graduate from high school.

B. Accomplishments of Grimmway Academy Arvin

Student Achievement

Grimmway Academy Arvin had a 52 point increase in API in 2013, earning an API of 840. 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 Grimmway Academy Arvin has remained strong. 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 Academy'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.

Grimmway Academy Arvin has also maintained a high student retention rate. Since our founding year, 78% of the student body has remained enrolled at the Arvin Academy for all four years.

School Awards

Grimmway Academy Arvin 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 Arvin was also among 30 schools statewide to receive an Exemplary Recognition Award for its Physical Activity and Nutrition Programs.

Grimmway Academy Arvin received the 2015 Organic Waste Award from the State of California.

The Grimmway Academy Arvin Cafe won the Meatless Monday Vegan Recipe Contest awarded by the Humane Society of the United States.

Student Awards

Students at Grimmway Academy Arvin participate in county-wide academic programs and competitions. Students from Grimmway Academy Arvin competed in the County science fair for the first time in 2015. A team of Grimmway Arvin students also competed in the Kern County Battle of the Books, earning several awards in the 2015 competition.

Fiscal Reserve

Through conservative budgeting and financial practices, the Arvin 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 2014-2015, the Arvin school had no long-term debt on its balance sheet.

Audits

Grimmway Academy Arvin 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 positive.

All of Grimmway Academy Arvin's fiscal audits thus far have resulted in no findings. In addition, the school's National School Lunch Program was reviewed in the 2013 - 14 school year with no findings.

Parent Engagement

The principle objective of the Arvin school's parental involvement programs is to get parents to the school and keep them coming back. To accomplish this objective,

Grimmway Academy Arvin has the following programs for parents: Star Parents of Grimmway Academy, School Site Council, English Language Advisory Council (ELAC), School Governance Opportunities, and Parental Education Classes, such as family cooking classes and learning lab parent forums. In addition, through a Mutual Promise, 95% of Grimmway Academy Arvin families complete 30 or more volunteer hours each year. Grimmway Academy Arvin teachers begin each school year by conducting home visits. Over 90% of Grimmway Arvin families attend parent teacher conferences three to four times a year.

Health and Wellness

The educational mission at Grimmway Academy Arvin includes a commitment to improve the health of the entire community by teaching students and their families ways to establish and maintain life-long healthy eating habits. Every student at Grimmway Academy Arvin has the opportunity to eat a well-balanced breakfast, lunch, and two snacks prepared by our talented Cafe chefs. The head Chef at Grimmway Academy Arvin is a trained Culinary Institute of America chef and 95% of school lunch meals are made from scratch. In addition, students at GA Arvin are encouraged to choose from a variety of seasonal ingredients on the fresh salad bar every single day.

Students also connect with their food through real-life experiences and hands-on lessons in the Edible Schoolyard garden and kitchen classrooms. The Edible Schoolyard program is an integral part of the nutrition education component of the Wellness Policy as students participate in the growing, cultivating, harvesting and cooking of their food in a variety of healthy and delicious ways. Students participate in the Edible Schoolyard program as part of the blended learning curriculum at Grimmway Academy Arvin.

Community Partnerships

Grimmway Academy Arvin has partnered with California State University to provide an annual soccer clinic to students in all grades. CSUB soccer players run four soccer clinics each spring. Through this partnership, Grimmway Arvin students learn new soccer skills and have the opportunity to interact with college students from CSUB. The soccer clinic also allows CSUB students the opportunity to learn about our community and make meaningful connections with the students.

The Arvin school has also partnered with the Bakersfield Museum of Art and the Bakersfield Symphony to provide enriching experiences in Arts and Music to our students.

Common Core Implementation

Grimmway Academy Arvin has adopted high quality California Common Core aligned curriculum in math and English. Teachers at Grimmway Academy Arvin have received over 340 hours of professional development annually, in order to support Common Core Implementation.

Literacy is the foundation for all learning at Grimmway Academy Arvin. We have implemented a research based, nationally recognized reading program, *Success For All*, in grades 1-5 in order to support literacy across subjects. *Success For All* includes elementary programs that combine a cooperative-learning framework with detailed lessons that guide effective instruction in critical academic and social skills. Lessons incorporate multimedia, puppet skits, and videos to support classroom instruction and keep students engaged. Interactive lessons are fully aligned to the Common Core State Standards. Grimmway Academy Arvin received a large grant in order to implement Success For All, which includes professional development and coaching for teachers and data driven coaching for school leaders.

Grimmway Academy Arvin has implemented College Preparatory Mathematics (CPM) in grades 6 - 8. CPM's mission is to empower mathematics in students and teachers through exemplary curriculum and professional development. CPM engages students in learning mathematics through problem solving, reasoning, and communication. CPM emphasizes mathematical problem-solving and reasoning to solve the world's problems. In grades K-5 Grimmway has implemented Bridges Mathematics. This research based curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and the ability to solve complex problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

School Culture and Student Leadership

Grimmway Academy Arvin continues to emphasize a positive school culture by incorporating a college focus, beginning in Kindergarten. Students at the Middle School have 20 minutes of Homeroom every day, in which teachers talk about college daily. Additionally, Homerooms are named after the teacher's college and students participate in a college and career fair in the fall. Grimmway Academy Arvin believes that a child's best shot at a successful future is attending a four year college. The Middle School program centers on college preparation and making college attendance the rule, not the exception.

Grimmway Academy Arvin has formed a team of Student Ambassadors in grades 6-8 who lead peer mediation and student mentoring. Student Ambassadors have the opportunity to enhance their professional, leadership, and communication skills. The GA Arvin Student Ambassadors are leaders among their peers and help create a positive and supportive environment for all students.

Project Based Learning

The Project Based Learning Instructor works in the Middle School to lead students in the use of advanced project based learning theories, strategies, and concepts in order to promote development of key, real world skills and project design. In collaboration with the Math, English, Science, Social Studies and Edible School Yard, the Technology course is project based, requiring students to work in collaborative groups to create a comprehensive capstone project. A key component of the course involves students engaging with community leaders and completing community service. Students work in teams to create projects that address a critical problem in the community. Each project takes at least 1-2 quarters to complete and culminates in professional presentations to members of the community.

Elective Classes

Grimmway Academy Arvin seeks to provide a dynamic learning experience for students by providing the opportunity for students to participate in art, music, and physical education. We offer art, music, and physical education to students in all grade levels. Elective courses enhance children's creative and problem solving skills and support the academic program.

Professional Development

Grimmway Academy Arvin teachers receive professional development during the summer as well as every Friday afternoon during the school year. Professional development opportunities have included experts from Kagan, Understanding by Design, Whole Brain Teaching, Insight Education, California State University at Northridge, The Alvo Institute and Illuminate Education.

Grimmway Academy Arvin has also utilized the many professional development resources offered by the Kern County Superintendent of Schools office. The Arvin school values the high quality sessions and trainings provided by KCSOS and has sent teachers annually to such events.

Grimmway Academy Arvin has implemented a Lead Teacher Program. Lead Teachers are relentless in their aim to see student growth and to act as inspirational leaders for the faculty. As representatives of the Grimmway Arvin administration, Lead Teachers always seek to be learners first and to exemplify the characteristics they wish to see in all teachers. Lead Teachers earn a Grimmway Academy Arvin Charter School Leadership Certificate and become leaders in their school community. The Charter School Leadership Certificate is a two year program completed through a partnership with Fresno Pacific University. Grimmway Academy Arvin Administration works with

FPU to design and teach courses. Drawing on their coursework, Lead Teachers identify and lead a strategic initiative aimed to significantly improve the school community.

Programs to be Implemented to Increase Parent Engagement

Parent involvement has been a strength of Grimmway Academy Arvin. We continuously seek ways to improve parent engagement and empower parents to become advocates for their children's education. Grimmway Academy Arvin offers ten parent workshops that address specific topics of interest for Grimmway Arvin families. Parent surveys are conducted in order to assess parent needs and interests. Workshops provide information for parents around academic, social, and emotional topics. Additionally, Grimmway Academy Arvin has created a cohort of GA Arvin Parent Leaders. Parent Leaders complete Parent Leadership services and become empowered to lead family and community partnerships with the school.

C. Founding Group

Barbara Grimm Marshall, co-owner of Grimmway Enterprises, the world's largest grower, packer and shipper of fresh, processed and frozen carrots, and Cal-Organic Farms, the largest organic farming operation in the state of California, is the Chief Executive Officer and President of the Grimm Family Education Foundation ("GFEF" or the "Foundation").

Mrs. Grimm-Marshall previously ran her own consulting business, Grimm & Associates, specializing in employee training programs; she is also a former real estate government relations specialist and administered community development block grant programs for the City of Palm Springs. She is former staff to the Secretary of Housing and Urban Development and to the late California Congressman Victor V. Veysey.

A long-time Kern County resident, Mrs. Grimm-Marshall has given her time to numerous community organizations in Kern County over the past 30 years. She has served on the board of directors of the Kern County Museum, Lori Brock Children's Museum, American Red Cross, St. John's Lutheran Church and California State University-Bakersfield Foundation. In addition, she has served on the Board of Regents of Concordia University in Irvine, CA and was appointed by Governor Arnold Schwarzenegger to serve on the California Commission for Jobs and Economic Growth. Barbara also served on the Board of Directors of Tejon Ranch and currently serves on the Board of Directors of Grimmway Enterprises.

In addition to her role as the President of the Grimm Family Education Foundation, Mrs. Grimm-Marshall is the Founding Director of the Buena Vista Elementary School Garden, which opened in the fall of 2011. She earned a B.A. from Stephen's College in Columbia, Missouri and her J.D. from Western State University of Law in Fullerton, California.

Sean McNally is the President and Chief Executive Office of KBA Engineering in Bakersfield, California. Prior to KBA, Mr. McNally was the Vice President of Human Resources and Vice President of Corporate and Government Affairs at Grimmway Enterprises.

Mr. McNally was appointed by Governor Schwarzenegger to serve on the State Board of Food and Agriculture, as a Commissioner on the Commission of Health, Safety and Workers Compensation and as President of the Kern Adult Literacy Council.

In addition to his role as CEO of KBA Engineering, he serves on the Board of Directors of the Golden Empire Gleaners, the Mercy Hospital Foundation, the Kern County Fair and Stockdale Country Club. He is also a voting member of the Grimmway Academy Board of Directors.

Previously, Mr. McNally practiced law at Hanna, Brophy, MacLean, McAleer and Jensen, served as a municipal court deputy for the Kern County District Attorney's Office and was a self-employed general contractor doing residential real estate development.

Mr. McNally is a member of the Garces Memorial High School Board of Trustees and a Trustee on the Self Insurers' Securities Fund. He earned a Bachelor of Arts from the University of San Francisco and his J.D. from the McGeorge School of Law, University of the Pacific in Stockton, California.

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

Mr. Mestmaker graduated from Fresno State University in 1970 with a degree in Business Administration. He has been a member of National Association of Health Underwriters since 1976 and has served on the board of Kern County Life Underwriters.

In addition to his role at TEMA, Mr. Mestmaker has served as the President of the Grimmway Academy Board of Directors since 2011. He also served on the Board of Directors for the Kern County Junior Livestock Committee.

Manuel Pantoja is a well- respected leader in the Kern County community and loyal supporter of Grimmway Academy. Since the earliest days of our community outreach efforts, Mr. Pantoja has been an advocate of the school and has believed in the mission and vision of Grimmway Academy. Currently, he serves as the Arvin Community Representative on the Grimmway Academy Board of Directors.

In addition to serving in his capacity as a loan officer of fifteen years, Mr. Pantoja also owns several businesses in Kern County, including Bear Mountain Pizza. He currently serves on the South Kern Cemetery District Board and the Arvin Chamber of Commerce. Mr. Pantoja has remained a resident of Arvin, California for twenty six years.

Paul Escala was appointed President and Chief Executive Officer of St. John Bosco High School in Bellflower. As President, he is charged with stewarding and advancing the mission of the school in the areas of development, finance and instruction. As an advocate for education reform, Mr. Escala has taken on challenging assignments in to improve K-12 education in the public, charter and Catholic schools.

Prior to his role at St. John Bosco High School, Mr. Escala pursued a statewide role with the California Charter Schools Association as Senior Advisor and in 2012 was appointed to the Los Angeles Unified School District's Citizens School Bond oversight Committee representing the charter school community of Los Angeles.

Mr. Escala joined the Partnership for Los Angeles Schools, a non-profit organization created by Los Angeles Mayor Antonio Villaraigosa, as Director of Operations in 2008. While in Los Angeles, he served as the Director of the Joint Use and Innovation Development Program, a school bond program dedicated to developing joint use and innovation facilities, partnering with municipalities, non-profit and private entities to advance schools as centers for the communities.

In 2004, Mr. Escala was appointed to the Office of the Governor of California as Chief of State to Secretary for Education Richard Riordan. He was also appointed as Chief of Staff to the Los Angeles Unified School District School Board Member Mike Lansing. He earned a Bachelor of Science in City and Regional Planning from Cornell University in Ithaca, New York. He also serves as a Lead Consultant for the Alliance for Catholic Education at the University of Notre Dame in South Bend, Indiana.

Joanna Kendrick is the Principal of Grimmway Academy in Arvin, California. Prior to her role at Grimmway Academy Arvin, Ms. Kendrick served as an educational leader in several capacities. She was School Leader at Ceiba College Prep and the School Director at Paramount Bard Academy where she provided instructional, curricular, operational and administrative leadership.

Ms. Kendrick is an experienced teacher mentor. She served as Dean of Teacher Support at Paramount Bard Academy and an Adjunct Faculty member for the Bard Masters of Arts in Teaching program.

In addition to her leadership roles, Ms. Kendrick was an elementary and middle school teacher. In 2005, she was selected to participate in the Teach for America program at Gage Middle School in Huntington Park, California. For two years, Ms. Kendrick taught sixth and seventh grade students English, Social Studies and Journalism. In 2007, Ms. Kendrick taught at Santa Ynez Valley Charter School as a middle school English and Social Studies teacher. In 2008 she served as an English Language Development ("ELD") intervention teacher to students in first through fifth grade.

Ms. Kendrick earned a Bachelor of Arts in Political Science from the University of California Irvine. She also earned a Masters of Arts in Elementary Education and a Clear Multiple Subject Teaching Credential (with CLAD) from Loyola Marymount University Los Angeles.

Neil Shah is the Chief Operating Officer of the Grimm Family Education Foundation. Mr. Shah oversees the finance, accounting, human resources, payroll, compliance, and

operations functions for the Grimm Family Education Foundation, Grimmway Academy, Grimmway Academy Edible Schoolyard, and Buena Vista Edible Schoolyard. Neil is also heavily involved with strategic and growth planning for the Foundation, which plans over time to add more charter schools and edible schoolyards in the rural communities of Kern County.

Prior to joining the Foundation in 2014, Neil was with Charter Impact, a company he founded that manages the business operations for a number of charter schools in the Los Angeles area. Neil sold Charter Impact in 2014 to come on board at the Foundation, which was one of his clients at Charter Impact.

Before founding Charter Impact in 2010, Neil was Vice President of School Finance at ExED, a charter school business management firm. Since 2006, Neil has worked with more than four-dozen charter schools in California and across the nation.

Neil received his bachelor's and master's degrees in business administration from the Marshall School of Business at the University of Southern California.

Colombo Construction Company, Inc.

For over 60 years, Colombo Construction Company, Inc. has successfully performed general building construction throughout Southern and Central California. Colombo Construction's focus includes delivering projects under construction management, design-build, and design-bid-build approaches. It was recognized by Statewide Education Wrap-Up Program ("SEWUP") and was the recipient of the SHARP award from CAL-OSHA Division of Safety and Health. Colombo Construction also earned project qualifications for LEED Gold and has successfully served as Construction Manager for more than half of the schools in Kern County, including Grimmway Academy Arvin.

Attached as Appendix B, please find bios of the members of the Founding Group.

Grimmway Academy Shafter and the Grimm Family Education Foundation

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

Element 1. EDUCATIONAL PROGRAM

“A description of the educational program of the 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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

A description, for the charter school, of annual goals, 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.

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

A. Mission Statement

Grimmway Academy Shafter, 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.

B. Vision Statement

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

The following goals encompass the vision of Grimmway Academy Shafter:

- 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 Shafter 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 Shafter) to help others achieve their goals.

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

Grimmway Academy Shafter 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. RUESD is intended to be the principle 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 RUESD in 2014-2015, according to the California Department of Education’s DataQuest, are described in the table below:

2014-2015 Enrollment	Hispanic or Latino	White	African-American	Asian/Filipino	English Learners	Free & Reduced Lunch
3,530	93.8%	4.6%	0.3%	1%	46.5%	86.7%

All three of the RUESD elementary schools – Golden Oak, Redwood, and Sequoia – are undergoing program improvement in conjunction with the federal No Child Left Behind Act requirements. Additionally, each of the schools failed to make AYP for both English-language arts and mathematics in 2012-13.

As demonstrated in the chart below, 2014-2015 data shows that, on average, 37.5% of students in grades K – 6 are proficient and above in English language arts and 56% of students are proficient and above in math. Students who are not proficient in basic reading and mathematics skills in elementary school are extremely unlikely to encounter success in high school and college. Grimmway Academy’s strong focus on helping students, especially English Learners, reach and even exceed grade level proficiency will significantly benefit many of the students in the Shafter community.

All data below is for 2014-2015, except for API & STAR (2013 is most recent), and comes from the California Department of Education’s DataQuest.

Elementary Schools	% English learners	% Socio-economically disadvantaged	% Proficient and above in English-Language Arts Schoolwide	% Proficient and Above in Math Schoolwide	API	Growth	Program Improvement Status
Golden Oak	6.6	0.8	7	2	80	4	Year 1
Redwood	2.3	1.5	4	2	12		Year 5

equoia	2.1	0.3	2	4	21	5	Year 5
Total/Averages	50.3%	87.5%	37.6%	56%	37.6	4.6	

iddle School	% English learners	Socio-economically disadvantaged	% Proficient in English-Language Arts schoolwide	% Proficient in Math schoolwide	PI	rowth	rogram improvement status
ichland Junior High	0.8	3.1	0%	0%	23	3	Year 5

Grimmway Academy Shafter will be an elementary charter school that provides a choice for families in the RUESD where virtually all the elementary schools are persistently performing at low levels. Grimmway Academy will enroll approximately 80 students per grade per year in grades kindergarten through sixth, and 90 students per grade per year in grades seventh through eighth, with an end goal of educating approximately 740 students annually in grades K-8.

Year	Grade Levels	Approximate Enrollment
2017-2018	K-4	400
2018-2019	K-5	480
2019-2020	K-6	560
2020-2021	K-7	650
2021-2022	K-8	740

D. How Learning Best Occurs

Every child possesses a wide range of learning skills. Grimmway Academy Shafter 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 Grimmway Academy, every teacher will strive 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 the Charter School are evaluated and compensated.

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

Grimmway Academy will be 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 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. 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 Grimmway Academy's vision is developing and mentoring 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. Grimmway 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, who will become experts in motivating teachers.

- *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*

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 four 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 describe classroom modifications, areas to target in our computer-based curriculum (detailed in Appendix C), and specific goals and methods for Instructional Assistants. The first tier of intervention is in the classroom and Learning Lab. Targeted small group instruction is 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 academic achievement 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 be referred to tier three, the Student Success Team, 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 for special education assessments, tier four. This allows the student to receive individualized attention and the services of specialists. Providing these four 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*

Grimmway Academy will offer 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 E 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*

Grimmway Academy facility will include 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 will provide financial and operational support for the Charter School, leaving the Charter School’s Principal and staff fully focused on the academic program.

E. What it Means to be an Educated Person in the 21st Century

Grimmway Academy Shafter’s goal 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 21st century.

Specifically, Grimmway Academy believes that an educated person in the 21st 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 and able to compute, solve real world problems, and 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 F, 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

Grimmway Academy’s annual calendar will have at least 175 days of instruction, and for each fiscal year offer at minimum, 36,000 minutes for pupils in Kindergarten, 50,400 minutes for pupils in grades 1 to 3, and 54,000 minutes for pupils in grades 4-8, and will commence before September 30 in accordance with Education Code Section 47652.

Charter School parents/guardians will be responsible for sending their children to school and providing an explanation for absences. The Charter School will maintain attendance policies to encourage regular attendance and to report truancies to appropriate local authorities. Appendix G includes Grimmway Academy’s attendance policy.

G. Bell Schedule and Instructional Minutes

Grimmway Academy will offer 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 State’s requirements in Education Code Section 47612.5(a)(1). A sample bell schedule is attached in Appendix H. 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	225	165	390
4-6	225	165	390
7-8	280	150	430

H. Curriculum and Instructional Design

Grimmway Academy’s curriculum follows the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), and remaining state standards for the subject areas of: English Language Development (“ELD”), English-language arts (includes writing), mathematics, science, social studies, art and music. Our primary educational goal is to ensure grade level proficiency in literacy and math by second grade for students who entered the Charter School 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 as well as standards developed by those national professional organizations that represent the values and aims of learning in various academic fields. Grimmway Academy will implement the Next Generation Science Standards (“NGSS”). 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 Association (“AHA”) will inform/shape both curriculum and instructional designs. Grimmway Academy teachers are encouraged to assist 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 CCSS. 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 CCSS 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 Guided Language Acquisition Design (“GLAD”), a 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.

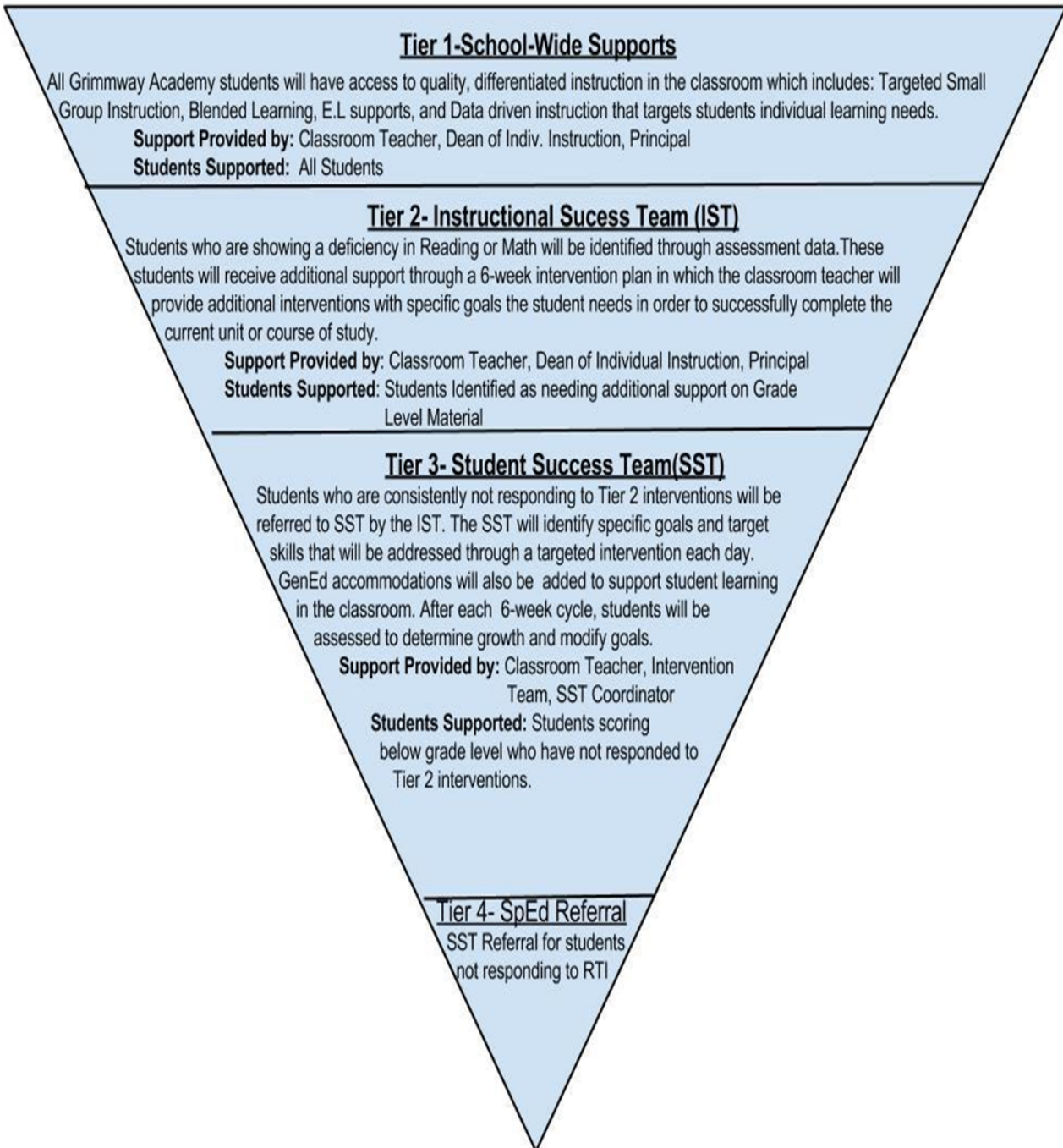
The remainder of this section provides an overview of our Response to Intervention approach and academic philosophy for each area of study. RTI describes both a service delivery model and eligibility criteria for a specific learning disability (IDEA 2004). In a 2005 report prepared by the National Joint Committee on Learning Disabilities, 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 I. A sample Long Term Kindergarten Plan may be found in Appendix J.

Seventh and Eighth Grade

Grimmway Academy seventh and eighth grade students will also be a part of a blended 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 Four-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 (e.g. sight word recognition for 1st grade and Words their Way Spelling Inventory in 4th 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 that 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 Not Met or Standard Nearly Met quartiles.

Progress Monitoring

Bi-monthly, our teachers reassess to show student progress. This is translated visually by the staff into Assessment Walls for each class, showing which students fall into each quartile from Standard Not Met to Standard Exceeded. This data is then used to adjust classroom instruction 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 Instructional Assistants to accomplish with each student in 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 - Instructional Success Team

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 during intervention time. During this time, they work directly with an Instructional Assistant 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. Instructional Assistants are provided with a very 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 and revise the ILP.

Tier 3 - Student Success Team

Students who are consistently not responding to Tier 2 interventions will be referred to SST by the IST. The SST will identify specific goals and target skills that will be addressed through a targeted intervention each day. GenEd accommodations will also be added to support student learning in the classroom. After each 6-week cycle, students will be assessed to determine growth and modify goals.

Tier 4 - Special Education Referral

If the student fails to make progress in Tier 1, Tier 2 and Tier 3 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 the Administration and each teacher. Our teachers spend a significant amount of time with the Administration analyzing overall class performance to know in which areas they need to develop their skills. Equally important is the deep knowledge 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 for 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 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 Charter School’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 can 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”).¹ 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 students. They found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We expect that even our Administration will spend a significant amount of time building their skills in each of the five areas of

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

reading. 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.

Instructional Strategies

During our Literacy block, time is split during whole-class reading instruction. During this time we use the SFA curriculum, practice writing, as described below, implement small-group guided 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, the teachers are usually with approximately four or five students, 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-2 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 3-8, 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 addition, in the Seventh and Eighth grade, all Grimmway Academy students are expected to complete an Extended Analysis Project. The Extended Analysis 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. These projects 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

Children begin writing their first day of school. Writing is often a difficult task for EL students because it requires a demonstration of understanding of language rather than

the more simple recognition of words and sentence patterns (which are required for success in reading). Grimmway Academy hopes to adopt the *Northwest Regional Laboratories ("NWREL") 6 Trait Writing Model*. This model identifies 6 qualities seen in outstanding written works. These traits include:

- 1) **Ideas:** The content or main theme can be looked at as the heart of the message.
- 2) **Organization:** The internal structure of the writing.
- 3) **Voice:** The personal voice of the author comes through which can give a sense of a real person speaking.
- 4) **Word Choice:** The use of precise, colorful and rich words to communicate.
- 5) **Sentence Fluency:** The writing flows together often with a rhythm or cadence.
- 6) **Conventions:** Mechanical correctness, including spelling and grammar.

We adapt a six-trait rubric developed by *NWREL* to focus student learning and give them specific feedback on their writing. The rubric emphasizes the development of ideas, organization and voice, as opposed to student and teacher's natural tendency to emphasize word choice, sentence fluency, and grammatical conventions.

The NWREL 6 Traits Writing Model gives Grimmway Academy staff a solid foundation of key traits to focus on in their application of writing and also provides the staff with a specific model of instruction. However, teachers often require further support depending upon their experience levels. Consequently, Grimmway Academy utilizes other writing strategies like *Step Up to Writing* and *Lucy Calkins Units of Study*. For example, *Step Up to Writing* provides rather simplistic models and strategies to help students to organize their ideas prior to generating writing. Thus, this model is especially helpful to new teachers on staff as they are beginning their writing instruction. Additionally, its color-coded organization system for expository writing has proven quite effective in helping EL's to better prepare for the task of producing organized and effective writing.

More experienced staff at Grimmway Academy supplement the *NWREL 6 Traits* writing instruction through the use of *Lucy Calkin's Units of Study*. These units of study focus on very specific strategies and elements of strong writing. They give students a chance to take ownership over idea generation and ultimately lead to writing that is more interesting, unique, reflective of a student's voice, and higher student engagement in the process of writing. *The Lucy Calkin's Units of Study* allows the students at Grimmway Academy to further develop their writing skills while also giving our staff the opportunity to grow and develop more as writing instructors.

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 California's Common Core State Standards through lessons aligned with Bridges state-adopted mathematics curriculum. Within the context of the CCSS, 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 using discussion to help students explain why they reached an answer. Students focus not only on finding the correct answers, but are expected to articulate *how* the answers were derived. 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 Bridges and College Preparatory Math (“CPM”) curriculum. CPM 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 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 that 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 CCSS. 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.

Science and social studies teach several very important skills on their own. 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 is embedded in 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. Grimmway Academy will be transitioning to the Next Generation Science Standards once they are fully adopted.

The science curriculum at Grimmway Academy is primarily organized through implementation of UbD units. At Grimmway Academy, we will do extensive work to group science standards into robust UbD units that cover science topics in depth. We believe in focusing on depth instead of breadth in the teaching of science. Consequently, our units cover standards from various grade levels, grouped together into a manner that allows our students to understand, at a very high level, the concepts behind the standards and how this information relates to their own lives. By taking this approach, our teachers create 8-12 week long units that are relevant and engaging to students as opposed to rushing through many small units on varying topics. This allows students to learn material in a much deeper way, and consequently, they are better able to apply these lessons in future grade levels and later in life. Moreover, each unit reviews science standards from previous units. Thus, as students mature, they will be better able to master various concepts through this spiral approach.

For example, an Animal Adaptations and Habitats unit, which may be taught in the third grade, will include standards from kindergarten through the fourth grades. Students will review concepts taught in the first grade Food Webs unit, giving them a solid foundation that allows for an even greater understanding of the Plant and Animal Systems unit which will be taught in the fifth grade. By grouping similar standards together, we will be giving students a chance to explore a concept more in depth. However, all of our units will build upon one another. So, a first grader will receive a strong introduction to States of Matter that will be reviewed and added to in the fifth grade unit on Chemistry.

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 curriculum framework for CCSS. 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 state assessments.

Instructional Strategies

Grimmway Academy teachers will teach three 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, we believe that students need to be exposed to their natural world. There are 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 we expose our students to overnight educational camps. These camps are targeted for students in the fourth and sixth 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 first hand.

Additionally, as the vast majority 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.

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 California Department of Education's curriculum 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 H, 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 I, 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.

Please see Appendix I for a detailed discussion of ELD strategies and learning objectives for language arts, math, science, social studies, and the arts and Appendix J for a sample kindergarten long-term plan.

Summary Chart of Planned Curriculum

CONTENT AREA	CURRICULUM RESOURCE	RATIONALE
ENGLISH/LANGUAGE ARTS	SUCCESS FOR ALL	Grimmway Academy's literacy begins with standards-based instruction from Success For All state-adopted Literacy program.
	WRITING: <i>SIX TRAITS OF WRITING</i> PUBLISHER: NWREL	As discussed previously, this outcomes-based program gives teachers a rubric to examine student work and suggests instructional practice to drive student progress.
	WRITING: <i>LUCY CALKINS UNITS OF STUDY AND STEP UP TO WRITING</i>	Lucy Calkins Units of Study and Step Up to Writing are both writing curriculums and strategies that are used to supplement the writing instruction at Grimmway Academy. They are specifically used to differentiate between teacher's needs and their proficiency level in delivering writing instruction.
	ASSESSMENT: FOUNTAS AND PINNELL BENCHMARK ASSESSMENT SYSTEM (BAS)	BAS is a running record assessment measuring a student's basic fluency and comprehension in leveled texts. This assessment provides us with baseline data of a student's reading proficiency.
	ASSESSMENT: <i>DIBELS</i>	<i>DIBELS</i> (or <i>Dynamic Indicators of Basic Early Literacy Skills</i>) is a set of procedures and measures for assessing the acquisition of early literacy and early reading skills. This assessment provides us with further in-depth information on a student's area of needs in ELA. This allows us to further tailor ILP's to student's individual learning needs.
MATH	BRIDGES MATH	Grimmway Academy's math program begins with the state-adopted, standards-based math curriculum.
	<i>COLLEGE PREPARATORY MATHEMATICS</i>	Grimmway Academy's math program begins with the state-adopted, standards-based math curriculum.
SCIENCE & SOCIAL STUDIES	<i>UNDERSTANDING BY DESIGN</i> (ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT)	UbD defines an approach for backwards-mapping CCSS and NGSS in science and social studies in order to develop units which each cover multiple key standards. Based on UbD, Grimmway Academy will develop a set of thematic units in science and social studies based on the CCSS and NGSS.

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

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Elements 2 and 3 of the charter for a description of Grimmway Academy’s annual goals to be achieved in the Eight State Priorities, schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

J. Professional Development

In order to assist our school leaders to achieve their objectives (see Human Resources section below) in instructional leadership and school operations, Grimmway Academy’s 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 teaching 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. 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 the Internal Reading Association and National Council of Teachers of Math.

Teachers at Grimmway Academy are focused on developing a deep understanding behind the Charter School’s 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 will partner with outside professional development organizations to conduct in-depth professional development in literacy and math. In addition, our Administration will be the primary on-site point of contact for outside professional development providers and will provide direct mentoring support for teachers in their department. The Administration will do so by observing teachers daily in their classes.

We will 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 (literacy teachers form one department, math teachers form the other). For example, before the beginning of the school year and for the first few weeks of school, the Literacy focus will be 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, such as 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 will be designated a minimum day, allowing the staff to come together for three hours of professional development and/or collaboration time each week. The Administration will plan for and facilitate 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 will divide the roles of mentor and evaluator at Grimmway Academy. The Administration will be 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 will be the responsibility of the Principal with significant input from the Administrative team.

K. 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 the student population in the District's elementary schools, our target population is 47% English Learners and over 87% students eligible for Free and Reduced Price Lunch ("FRL"). Over 97% of EL students in the area are Spanish speakers. . As discussed in Appendix K, Strategies and Outcomes for At-Risk Students and At-Risk Students Entering Kindergarten, we will 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 bi-monthly assessments currently planned. We believe that our students will progress from low-achieving to high-achieving during their time at Grimmway Academy. Through ILPs, we will 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 K for a more detailed description of working with at-risk students.)

L. 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 bi-monthly assessments currently planned. 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 will serve academically high-achieving students, please see Appendix L, High Performing Students.

M. Plan for English Learners

Overview

Grimmway Academy will follow all applicable state and federal laws, as well as District mandates, in serving its EL students. EL students will be 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 will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty² days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

All references in the charter petition to the CELDT will be understood by Grimmway Academy and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

Reclassification Procedures

When an EL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former EL student who has been reclassified to FEP has demonstrated English language proficiency comparable to that of the average native speaker and can participate equally with average native speakers in the Charter School’s regular instructional program (Education Code 52164.6). The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process. 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 California English Language Development Test or CELDT.
- 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

² The thirty day testing timeline is for students entering a public school in California for the first time or who have never been CELDT tested. Students who have already been enrolled in a California public school who have also been CELDT tested will be tested on the annual schedule.

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.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

Grimmway Academy will implement an interim, formative assessment, ADEPT, which will be used to further assess a student's growth in language proficiency. This assessment will be delivered to students in January and at the end of the year. Through the use of this assessment, teachers will give input on the language development of their students and will 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 CELDT 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 will be focused on oral language development and comprehension activities. This will be made possible through the individualized or small group instruction that occurs during guided reading. Through this small group, a student will be 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 will provide an EL center, which will be 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 will 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 will be 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 will focus on hands-on 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 will run a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instructional classes. From the first day of school, EL students will be 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 teaching 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 will be a critical focus of Grimmway Academy. In addition, all Grimmway Academy staff will be fully trained in GLAD strategies.

EL students will be monitored by homeroom teachers using the same ILP process as other students. Much of the data we will gather from our younger students will be focused on speech production and listening comprehension. Because Grimmway Academy focuses on each student individually, we will be able to accommodate a much wider range of levels of literacy. For example, our reading classes will be broken into multiple groups. ELs will be the majority in all groups in kindergarten and first grade and constitute at least one group in subsequent years. This will allow 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 will 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 plan to 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

Grimmway Academy 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 adequate yearly 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.

N. 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 in Education Improvement Act (“IDEIA”).

Grimmway Academy shall be categorized as a public school of the District in accordance with Education Code Section 47641(b). The Charter School shall comply with a Memorandum of Understanding (“MOU”) to be executed between the District and the Charter School.

Grimmway Academy shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area (“SELPA”) policies and procedures; and shall utilize appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

Grimmway Academy shall be solely responsible for its compliance with 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. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 IDEIA, a referral for assessment under the IDEIA 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 "IDEIA"

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District. The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:***

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School will follow the District and 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 maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School's understanding that the District will be 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 unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be 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

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have 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 will implement District and 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.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District 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 IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; 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 the Charter School and/or about the student. It is the Charter School's understanding that the District 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

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

The Charter School shall promptly notify the District of 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

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School 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 the District and Charter School 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 the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School 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 the District conducts and 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 the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of 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 the Charter School and no student shall be denied admission nor counseled out of the Charter School 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

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District 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

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter

School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Please refer to Appendix M for the Charter School's Section 504 Policy, Administrative Regulations, and Parent/Student Rights.

Element 2 and 3. MEASURABLE STUDENT OUTCOMES, ASSESSMENTS AND OTHER USES OF DATA

“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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the 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)

“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:

- In order 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 (CST, SBAC, CAT6, SABE) and all other mandated accountability programs (PFT, CELDT,

etc.). Through these assessments, the Charter School shall demonstrate student mastery of CCSS. 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	Local, Interim Benchmark Instruments	State-level Assessments	Year-End
At least 95% student attendance	Daily attendance reporting via Student Management System ("SMS")	Calculated ADA rate, comparison of attendance rate to other district schools	
Meet or exceed AYP targets	Bi-monthly interim assessments	AYP Report	
Make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.) annually for ELs	Success for All Interim Assessments	CELDT Individual Student Score Reports	
Meet or exceed State-wide academic performance index ("API") growth target		API Report	
Meet or exceed the average achievement for the schools in the District		API results of surrounding schools	
Demonstrate student gains at Grimmway Academy	Northwest Evaluation Association ("NWEA") assessment administered three times per year	State assessments are not currently as precise in calculating student gains as NWEA, but can be used to show quintile growth.	

Pupil Outcome Goal	Proposed Assessment Tools/ Methods
K-2 grade students who entered Grimmway Academy will demonstrate at least Significant Gains: 1.5 years of growth towards grade level proficiency in reading and language arts	<ul style="list-style-type: none"> • Pre-post reading/language arts diagnostics (e.g. DRA and DIBELS) • Curriculum embedded benchmark assessments • CAASPP test data • Informal classroom-based assessments
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"> • Pre-post reading/language arts diagnostics (e.g. DRA and DIBELS) • Curriculum embedded benchmark assessments • CAASPP test data • Informal classroom-based assessments

<p>K-2 grade students who entered Grimmway Academy will demonstrate at least Significant Gains: 1.5 years of growth towards grade level proficiency on standards in the areas of math, science, and social studies.</p>	<ul style="list-style-type: none"> ● Pre-post diagnostic assessments ● Curriculum embedded benchmark assessments, aligned to standards (see “Assessment Design”, below, for a description of how assessments will be aligned to standards) ● CAASPP test data ● Informal classroom-based assessments
<p>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.</p>	<ul style="list-style-type: none"> ● Pre-post diagnostic assessments ● Curriculum embedded benchmark assessments, aligned to standards (see “Assessment Design”, below, for a description of how assessments will be aligned to standards) ● CAASPP test data ● Informal classroom-based assessments
<p>All students will develop a love of reading and read daily both for information and pleasure.</p>	<ul style="list-style-type: none"> ● Accelerated Reader test results showing reading activity. ● Student Reading Survey evaluating the importance of reading to students.

C. Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Grimmway Academy has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students including Grimmway Academy’s numerically significant subgroups, which we anticipate to be Hispanic or Latino students, English Learners, and FRL students. The metrics associated with these goals help Grimmway Academy to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of Grimmway Academy’s goals are listed below, along with the specific metrics that are used to monitor progress toward achieving these goals.

MEASURABLE PUPIL OUTCOMES	
CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and (B), following is a table describing Grimmway Academy’s outcomes that align with the state priorities and Grimmway Academy’s goals and actions to achieve the state priorities.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by Grimmway Academy at the school site.</p>	
STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	Teachers are appropriately assigned and properly credentialed.
ACTIONS TO ACHIEVE GOAL	Recruiting and hiring strategies
MEASURABLE OUTCOME	100% of teachers teaching core courses are highly qualified
METHODS OF MEASUREMENT	Employment records and assignment logs
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students to have access to core curriculum textbooks
ACTIONS TO ACHIEVE GOAL	Purchase core curriculum textbooks and/or workbooks
MEASURABLE OUTCOME	100% of students have access to core curriculum textbooks
METHODS OF MEASUREMENT	Ratio of textbooks and/or workbooks to students
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities are maintained in good repair.

ACTIONS TO ACHIEVE GOAL	Daily inspection of school facilities
MEASURABLE OUTCOME	Facilities maintained to offer a secure, safe & nurturing environment
METHODS OF MEASUREMENT	Monthly facility inspection log
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	CCSS is comprehensively implemented.
ACTIONS TO ACHIEVE GOAL	Increase access to Common Core State Standards (CCSS) materials in math and English to facilitate access to core curriculum Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.
MEASURABLE OUTCOME	100% of Social Study teachers trained in CCSS in literacy & history Math & English teachers have 100% CCSS Aligned curriculum
METHODS OF MEASUREMENT	Utilization of resources and student test score results
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be enabled to gain academic content knowledge
ACTIONS TO ACHIEVE GOAL	Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction Purchase ELD curriculum which align to the newly adopted ELD standards
MEASURABLE OUTCOME	Percentage of students meeting AMAO targets
METHODS OF MEASUREMENT	State aligned assessments

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be enabled to gain English language proficiency
ACTIONS TO ACHIEVE GOAL	Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction Purchase ELD curriculum which align to the newly adopted ELD standards
MEASURABLE OUTCOME	Percentage of students meeting English language proficiency
METHODS OF MEASUREMENT	CELDT
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Create collaborative partnerships with parents to improve student achievement
ACTIONS TO ACHIEVE GOAL	Hire Dean of Student Support to work with students and parents/guardians. Provide Positive Behavior Intervention for targeted students. Phone dialer used for information & opportunities for parents. Provide translator at all parent meetings Conduct home visits prior to start of school year Involve parents in school committees
MEASURABLE OUTCOME	98% of parents attend parent teacher conferences
METHODS OF MEASUREMENT	Parent attendance at conferences and meetings; reports from Dean of Student Support.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Create collaborative partnerships with parents to improve student achievement

ACTIONS TO ACHIEVE GOAL	Parent classes on school curriculum, positive behavior, and use of technology. Celebrate and encourage parent participation through parent recognition awards and annual parent appreciation night
MEASURABLE OUTCOME	95% of parents complete 30+ hours of parent service Actively increase involvement of parents on school committees and other school site activities to 40% and sustain. Always provide a translator(s) for SPGA, Governance, SSC and other school site activities.
METHODS OF MEASUREMENT	Parent engagement in classes, committees, and other school site activities.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <i>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> <i>B. The Academic Performance Index (API)</i> <i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> <i>E. EL reclassification rate</i> <i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> <i>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate achievement on the CAASPP
ACTIONS TO ACHIEVE GOAL	Participate in state testing
MEASURABLE OUTCOME	60% of students at or above 50th percentile in STAR (internal assessment)
METHODS OF MEASUREMENT	CAASPP
SUBPRIORITY B – API	

GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate achievement through the API (or equivalent) score
ACTIONS TO ACHIEVE GOAL	Participate in state testing
MEASURABLE OUTCOME	Meeting state-designated target
METHODS OF MEASUREMENT	API or equivalent score
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
Not applicable	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will make progress toward English proficiency
ACTIONS TO ACHIEVE GOAL	Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction Purchase ELD curriculum which align to the newly adopted ELD standards
MEASURABLE OUTCOME	60% of EL students will increase one language proficiency level annually as measured by the CELDT or other language assessment 59% of EL students meeting AMAO target #1 22% of EL students, less than 5 years, meeting AMAO target #2 49% of EL students, more than 5 years, meeting AMAO target #2
METHODS OF MEASUREMENT	CELDT or ELPAC
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified
ACTIONS TO ACHIEVE GOAL	Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development

	Intervention and enrichment time to be provided to targeted students during the extended day period to supplement instruction Purchase ELD curriculum which align to the newly adopted ELD standards
MEASURABLE OUTCOME	Reclassify 20% of EL students
METHODS OF MEASUREMENT	Student information system records
SUBPRIORITY F – AP EXAM PASSAGE RATE	
Not applicable	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
Not applicable	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates (EC §52052.1(a)(3))	
D. High school dropout rates	
E. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase student attendance rates
ACTIONS TO ACHIEVE GOAL	Professional Development for teachers and paraprofessionals on classroom management techniques. Home visits to emphasize importance of daily attendance Use a behavior management system to reward regular attendance
MEASURABLE OUTCOME	Improve school attendance rate to be at 97% or above
METHODS OF MEASUREMENT	Attendance records
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Decrease student absenteeism

ACTIONS TO ACHIEVE GOAL	Professional Development for teachers and paraprofessionals on classroom management techniques. Home visits to emphasize importance of daily attendance Use a behavior management system to reward regular attendance
MEASURABLE OUTCOME	Chronic Absenteeism rate to be less than 8%
METHODS OF MEASUREMENT	Attendance records
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
Not applicable	
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
Not applicable	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
Not applicable	
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<i>A. Pupil suspension rates</i>	
<i>B. Pupil expulsion rates</i>	
<i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Suspension rate to be less than 2%
ACTIONS TO ACHIEVE GOAL	Professional Development for teachers and paraprofessionals on classroom management techniques. Provide positive behavior intervention for targeted students
MEASURABLE OUTCOME	Discipline citation rate to be less than 30% Suspension rate to be less than 2%
METHODS OF MEASUREMENT	Student information system
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Expulsion rate to be less than 1%

ACTIONS TO ACHIEVE GOAL	Professional Development for teachers and paraprofessionals on classroom management techniques. Provide positive behavior intervention for targeted students
MEASURABLE OUTCOME	Expulsion rate to be less than 1%
METHODS OF MEASUREMENT	Student information system
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
STATE PRIORITY #7— COURSE ACCESS	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	Provide all students with access to core courses and Learning Lab Wheel
ACTIONS TO ACHIEVE GOAL	Hire teachers Purchase course textbooks/workbooks and instructional materials
MEASURABLE OUTCOME	100% of students will participate core courses and in the Learning Lab Wheel

METHODS OF MEASUREMENT	Student information system records
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	

ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Provide an environment that encourages healthy lifestyles
ACTIONS TO ACHIEVE GOAL	<p>Offer cooking classes to students and parents to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen</p> <p>Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.</p> <p>Continue recipe contests to:</p> <ul style="list-style-type: none"> • adapt meals cooked at home to healthier versions

	<ul style="list-style-type: none"> share healthy meal recipes with parents Create opportunities for parents and students to participate in physical activities.
MEASURABLE OUTCOME	Students in K-4 to participate in Edible Schoolyard lessons throughout the school year
METHODS OF MEASUREMENT	Parent and student participating in cooking classes and/or recipe contest Conduct Edible Schoolyard parent and staff surveys
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
Not applicable	
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
Not applicable	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
Not applicable	

D. Measuring Student Progress

Because of the centrality of data to our RTI model, the Grimmway Academy will be a data-driven school. We will use a comprehensive data management system, Data Director, which will allow us to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade level, and classroom. We will evaluate systems for performing advanced data-mining to allow us to perform better analysis of individual objectives which we will 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 will conduct assessments every six weeks of each student in reading, writing, and math. Following are the current methods we will use to assess students. Our reading assessment is based on DRA and DIBELS. Our writing assessment is a rubric at each grade level based on Six Traits. Our math assessment will be designed internally with a bank of questions derived from our focus on the California Common Core Standards at each grade level. We will correlate these internal assessments with performance on end of year CAASPP and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff will be trained on how to interpret test data, and will be 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 will be 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 will be continuously challenged to rethink current pedagogical practices to meet the changing needs of students.

E. Use and Reporting of Data

As discussed in the professional development section, teachers will 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 will be used for early identification of students in those two categories.

Student progress towards skill mastery will be 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 will be held at least once per school year and more often on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the Charter School will publish student results annually through the School Accountability Report Card ("SARC"), in compliance with the California Constitution, California Education Code and NCLB.

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

In addition to the annual SARC, the Charter School will develop an annual performance report based upon the data compiled. The report will also include:

Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section.

- An analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a school-wide

basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.

- A summary of major decisions and policies established by the Board during the year.
- Data on the level of parent involvement in the Charter School's governance and other aspects of the school and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications.
- A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the Charter School implemented the means listed in the charter to achieve a racially and ethnically balanced student population reflective of the general population residing within the territorial boundaries of the District.
- An overview of the Charter School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of Grimmway Academy relative to compliance with the terms of the charter generally.

Grimmway Academy will work with the District 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 District 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 4. GOVERNANCE STRUCTURE OF THE SCHOOL

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

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

The Grimmway Academy Shafter will comply with all laws applicable to charter schools. It will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student 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 or association with an individual who has any of the aforementioned characteristics).

A. Nonprofit Public Benefit Corporation

The Charter School will be 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 will serve as the sole statutory member, as defined in Corporations Code Section 5056, of Grimmway Schools.

The Charter School will operate autonomously from the Richland Union Elementary School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District 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 the District has complied with all oversight responsibilities required by law. (Articles of Incorporation, Bylaws and a Conflict of Interest Code for Grimmway Academy are attached as Appendix N.)

B. Board of Directors

The Charter School will be governed by a 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 individuals associated with the Grimm Family Education Foundation, educators, community representatives and other stakeholders.

The Board composition is determined by the Foundation. In addition, in accordance with Education Code Section 47604(b), 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 District 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, with the exception of the Founding Board, some members of which will serve a 3 year term in order to stagger vacancies on the Board.

The Charter School Board has adopted a conflict of interest code which complies with the Political Reform Act, 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 N.

Grimmway Academy 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. Grimmway Academy also posts agendas, meeting times, and minutes on its website.

Grimmway Academy's Board of Directors complies with the Brown Act.

The Board holds ultimate responsibility for the operation of 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 Principal
- 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, and all hiring and dismissal of Charter School personnel
- 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.

C. 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 the Charter School. The Articles of Incorporation of the Foundation are attached as Appendix O.

D. The Principal

The Principal of Grimmway Academy will oversee the strategic and operational plans of the Charter School. The Principal will have overall day to day management responsibilities of the Charter School and will ensure 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 will work with the Board and its committees to ensure the Charter School makes sound strategic decisions and ensure the Charter School maintains a focus on student achievement. The Principal will serve 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 direct contact with District regarding changes, progress, etc.
- Develop Board meeting agendas in conjunction with the Board Chairperson and in compliance with the Brown Act
- Propose policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board
- 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 Board
- Develop and administer the budget in accordance with generally accepted accounting principles
- Present a monthly financial report to the Board
- Attend IEP meetings when necessary
- Coordinate the administration of Standardized Testing
- Oversee data collection and reporting to the CDE

- Oversee and coordinating student orientation
- Attend all Board meetings and District Board meetings as necessary, as the Charter School's representative
- Establish procedures designed to carry out Board policies
- Provide timely performance evaluations of all Grimmway Academy employees
- Oversee development and implementation of curriculum, instruction and scheduling in alignment with State of California Standards
- 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

E. Charter School Committees

Parents, teachers, students and other stakeholders will participate in school governance through their involvement in various school committees. Committee membership will be determined by the Principal on an annual basis.

These committees, among others, will be instrumental in developing and implementing the structures and activities that create the school culture:

Committee for Curriculum and Instruction – Principal, Administration and teachers

This committee will be responsible for the design and implementation of curriculum. Work will include the development of assessments and evaluation methods, and the creation of instructional models appropriate to achieving program goals. Ongoing sessions devoted to the examination of student work during the academic year will inform revisions to curriculum and instruction and will be collected for purposes of a year-end analysis that will shape subsequent summer curriculum development.

Committee for Calendar/Daily School Schedule – Principal, teachers and parents

This committee will convene at least three times during the school year to develop the school calendar and school schedule for submission to the Charter School principal and final approval by the Board of Directors at its May meeting in each school year. This

committee will also collect pertinent data for the purpose of informing revisions to the Grimmway Academy calendar/schedule.

Committee for Extracurricular Programs – Teachers, students and parents

This committee will be responsible for the extracurricular programs that enhance school culture and connections to the community. This committee establishes goals, create proposals, and design activities, all subject to the approval of the Principal and/or Board, where appropriate.

Committee for Assessment/Student Achievement – Principal, Administration and teachers

This committee will be charged with the analysis of student achievement data for the purposes of program evaluation leading to modifications in programs and/or assessments. This committee will act in the capacity of a subcommittee to the Committee for Curriculum and Instruction but has additional responsibility to the Principal and Board of Directors for contributing to the preparation of the annual charter school report.

Committee for Facilities – Principal, teachers, parents and Board Members

This committee will have responsibility for aspects of facilities maintenance and development, helping to collect the necessary data and develop the long term plans that will ensure that facilities are sufficient to support the educational goals of the Grimmway Academy in a cost-effective manner.

Committee for Budget and Finances – Principal, teachers and Board Members

This committee will contribute to budgetary planning by examining school level data, collecting information, and ultimately preparing the annual budget.

Committee for School Rules and Policies – Principal, Administration, teachers and parents

This committee will meet on a regular basis to establish and revise, as necessary, the rules and policies that shape the culture of the Grimmway Academy ultimately creating a school handbook for students, faculty, and the school community.

F. Parental Involvement

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

- Parents, students and teachers will meet regularly to assess individual students' progress and to set learning goals.
- There will be 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 5. EMPLOYEE QUALIFICATIONS

A. Qualifications Of School Employees

Governing Law: “The qualifications to be met by individuals to be employed by the 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 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:

- Medical clearance 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. All employee records will be safeguarded according to applicable state and federal laws.

Principal

The Board will select the Principal on an application and interview basis. Selection will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program

design and/or development, entrepreneurial passion, and interest and commitment to educational reform. The Principal will be responsible for creating a school capable of achieving the Charter School's mission and goals. This will include leading the Charter School in all of its aspects of its day to day operations, supervising campus teachers and non-instructional staff, and working with the Grimmway Schools Board of Directors, the District, students, parents, and community members and the other governing bodies specified by local and state law. The Principal's duties shall include, but are not limited to, the following:

Leadership

- Create a culture of safety, discipline, high motivation, and high expectations for every child in the school
- Create a culture which values achievement of the Grimmway Academy mission to help every child reach grade level academically as the most important outcome
- Create a learning community in which teachers focus on working together to make Significant Gains for every student
- Create a teacher culture in which the use of data from formative assessments is a primary tool in shaping instruction for students
- Motivate teachers and students to adopt and thrive in this culture
- Hire and fire teachers based on their fit with the culture, the Charter School team, and their own classroom achievement
- Provide instructional leadership to the Charter School
- Supervise all employees of the Charter School
- Provide timely performance evaluations of all school employees at least once annually
- Oversee parent/student/teacher relations
- Develop strong community relations
- Develop a strong culture of parental involvement in the Charter School
- Establish metrics for the measurement of parent participation, child welfare, teacher satisfaction, and teacher career progress
- Recruit students & families

Student Performance

- Set school-wide objectives for academic performance
- Create metrics to measure academic performance on at least a monthly basis
- Translate the Charter School's mission into concrete metrics which teachers can use to evaluate their own performance and areas for improvement
- Design and implement curriculum
- Design and implement professional development programs

Human Resources

- Participate in hiring and firing of school leaders and staff

Community

- Coordinate parent involvement efforts
- Develop outreach methods to include parents in school decision making
- Establish metrics for the measurement of parent participation, child welfare, teacher satisfaction, and teacher career progress

District Relationships and Accountability

- Attend District Administrative meetings as requested by the District and stay in direct contact with the District to assist the District in its oversight duties

Daily Operations

- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Attend IEP meetings when necessary
- Attend to student disciplinary matters
- Coordinate the administration of Standardized Testing
- Plan and coordinate student orientation
- Attend all Charter School Board meetings and attend District Board meetings as necessary
- Ensure site safety
- Facilitate open house events
- Develop and implement school policies and procedures

The above duties may be delegated or contracted as approved by the Board to another administrator of the Charter School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to an appropriate third party provider as allowed by applicable law.

Qualifications for the job include:

- Excellent communication and community-building skills
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment
- Administrative experience in a public school environment

- A valid California Elementary Teaching Credential, or equivalent
- Additionally, because Grimmway Academy will serve a largely Hispanic community, fluency in Spanish is preferred

Academic Dean

In addition to the Principal, Grimmway Academy will have an Academic Dean focused full-time on the implementation of the Charter School's academic systems and mentoring teachers to improve their effectiveness. The Board of Directors, with input from the Principal, will select the Academic Dean on an application and interview basis.

Responsibilities for the Academic Dean include:

Student Achievement

- Work with the Principal and Committee for Curriculum and Instruction to plan the instructional schedule
- Work with the Principal to regularly analyze schoolwide data, plan interventions, and make curricular adjustments
- Manage and facilitate the Charter School's Response to Intervention program
- Manage the interim assessment process to ensure that teachers are using data to drive instruction

Teacher Development

- Mentor teachers to help them develop excellent instructional practices
- Observe lessons and provide targeted and actionable feedback to teachers
- Design and run high-quality professional development sessions
- Write thorough, thoughtful, actionable annual growth plans for all teachers at mid-year and end-of-year
- Help teachers identify and manage students experiencing academic, behavioral, and emotional difficulties in school
- Coordinate the partnership with Bard College/Point Loma Nazarene University MAT Programs

School Leadership

- Serve as an active member of the Charter School leadership team to support school-wide success
- Espouse the Charter School's culture of caring, showing concern not just for the academic, but for the emotional welfare of students

- Serve as a strong team player, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress

Qualifications for the job include:

- Excellent communication skills
- Strong instructional and classroom management skills
- Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude
- A valid California Elementary Teaching Credential, or equivalent, with a record of high student achievement
- Additionally, because Grimmway Academy will serve a largely Hispanic community, fluency in Spanish is preferred

Teachers

Teachers are selected by the Principal in consultation with the Board of Directors. 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 mastery of classroom skills including classroom management, planning, assessment and instructional practice.

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

Teachers in charter schools shall be required to 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 shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given

flexibility with regard to non-core, non-college 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 high quality 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 will progress up a career ladder. Advancement up the ladder will be 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 P, 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 of the Office Manager include:

- 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 for the job include:

- 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

B. Compensation and Benefits

All employees of Grimmway Academy will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Grimmway Academy. Life, health, dental, vision, and related benefits will also be available to all full-time employees.

In order to attract high quality teachers, teachers will receive 90% to 110% base salary commensurate with that of teachers in the district where the Charter School is located, plus up to an additional 10% merit bonus. A component of teacher compensation will include the following:

- Personal achievement of Significant Gains for students which they have directly instructed;
- Parent and Administration satisfaction with their teaching;
- Peer and Administration satisfaction with their mentoring and instructional leadership.

Additional compensation will be provided to teachers if they work summer hours at the request of Grimmway Academy.

Administrative employee salaries will also reflect the Charter School's desire to attract highly-qualified and motivated individuals. These employees (Principal, Administration and Office Manager) will also be eligible for performance and incremental bonuses based on schoolwide Significant Gains, Board and parent satisfaction with their job performance, and attainment of other measureable goals and objectives.

Element 6. HEALTH AND SAFETY PROCEDURES

Governing Law: "The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a record summary as described in Section 44237."

- 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.

The following provides a summary of the health and safety policies and procedures to be followed at the Charter School. Attached, as Appendix Q, please find the health and safety policies and procedures to be utilized by the Charter School. The policies and procedures will be 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:

Fingerprinting/Background Check

Employees and contractors of Grimmway Academy will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a quarterly 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.

TB Risk Assessment and Examination

Grimmway Academy will follow the requirement of Education Code Section 49406 in requiring tuberculosis risk assessments and examinations (if necessary) of all employees.

Immunizations

All students enrolled and staff will be 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 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

Grimmway Academy will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. Grimmway Academy will adhere 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 7th 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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

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

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 human immunodeficiency virus (“HIV”) and 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.

Child Abuse Reporting

All non-certificated and certificated staff will be designated mandated child abuse reporters and shall follow all applicable reporting laws, the same policies and procedures used by school districts.

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. Grimmway Academy shall conduct fire drills as required under Education Code Section 32001.

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 such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to

employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's Sexual Harassment Policy, a copy of which is attached as Appendix R.

Element 7. RACIAL AND ETHNIC BALANCE

Governing Law: "The means by which the 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 will implement 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 will reach out to the community accordingly. Our outreach plans are detailed in Community Outreach Initiatives, attached as Appendix S. Further, we developed an Executive Summary of the charter and translated that into Spanish so that families who wish to do so could learn more about Grimmway Academy in their native language. The Executive Summary in English and Spanish is attached as Appendix T.

Element 8. STUDENT ADMISSIONS POLICIES AND PROCEDURES

*Governing Law: "Admission requirements, if applicable."
- 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 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.

Grimmway Academy's application process is comprised of the following:

- Parent attendance at a school orientation meeting is encouraged
- Completion of a student enrollment 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, e.g. birth certificate
- Release of records
- 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 to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Admission preferences in the case of a public random drawing shall be as follows: Siblings of existing pupils*
- Children of Grimmway Academy employees
- Residents of the District
- Students who are currently enrolled in Golden Oak Elementary

- School and students who reside in the Golden Oak Elementary School attendance area (for purposes of the SB 740 Charter School Facility Grant Program)
 - All other applicants

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

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.

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).
First week of May	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 9. ANNUAL INDEPENDENT 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.

An audit committee will select an independent auditor 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 District, 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 District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District 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 10. SUSPENSION/EXPULSION PROCEDURES

*Governing Law: "The procedures by which pupils can be suspended or expelled."
- Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. 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 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 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 ("IDEIA") 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.

A. 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.

B. 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, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
- s) 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.

- t) 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.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 schoolsite, 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. 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.
- w) 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).
- x) 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.

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.
- c) Unlawfully possessed, used, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

- s) 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.
- t) 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.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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

- w) 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).
- x) 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.

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.

C. 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. 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 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.

D. Authority to Expel

A student may be expelled either by Grimmway Academy's Board following a hearing before it or by Grimmway Academy's Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Grimmway Academy's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. 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.

F. 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 person 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.

G. 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.

H. 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, Panel or designee 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.

I. 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

J. 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.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. 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.

M. 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.

N. 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. The pupil's readmission is also

contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or the District 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, 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 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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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) 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 USC 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 USC 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 IDEIA 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 IDEIA-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 11. 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 the Kern County Office of Education 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 (STRS) of the Education Code.

All classified staff will participate in the federal social security system. Grimmway Academy’s 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 12. 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 13. 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.

All employees of Grimmway Academy will be considered the exclusive employees of the Charter School and not the District unless otherwise mutually agreed in writing. 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 14. 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 District, (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.

The following process is proposed by Grimmway Academy to meet the requirements of Education Code Section 47605(b)(5)(N) with the understanding that the District may present revisions for the Charter School's consideration and approval either as part of the MOU with the District or as an amendment to this charter.

Public Comments

The staff and governing board members of Grimmway Academy and the District 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

Grimmway Academy recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. Grimmway Academy is willing to consider changes to the process outlined below as suggested by the District.

Grimmway Academy and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Grimmway Academy and the District, the staff and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the District and the Principal of Grimmway Academy, or their respective designees. In the event that the District 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 District is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of District 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, or their respective designees, 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 Principal of the Charter School, or their respective designees, and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting. If this joint meeting fails to resolve the dispute, the Superintendent and Principal, or their respective designees 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 Principal, or their respective designees. 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. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

Element 15. EMPLOYEE REPRESENTATION

Governing Law: "A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code."

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

Grimmway Schools shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). Grimmway Schools shall comply with the EERA.

Element 16. CLOSURE PROTOCOL

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

- Education Code Section 47605(b)(5)(P).

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 Board of Directors will promptly notify parents and students of the Charter School, the District, 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 Board 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 Board 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 District 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 District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District 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 District 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 Charter School 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 District or District property will be promptly returned upon Charter School closure to the District. 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 V, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

A. Budget and Financial Reporting

Governing Law: "The petitioner or petitioners shall also 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 V, please find a budget, cash-flow and financial projections for the first 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 District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 46705(g) will satisfy this requirement.
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.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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 will be based on

recommendations provided by the District and the Charter School's insurer. The District will be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: “. . . [T]he manner in which administrative services of the school are to be provided.”

- Education Code Section 47605(g).

The Charter School will provide 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 is interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

D. Facilities

Governing Law: “. . . [T]he facilities to be utilized by the school. . . The description of the facilities to be used by the charter school shall specify where the school intends to locate.”

- Education Code Section 47605(g).

Grimmway Academy will be located within the District's boundaries. The petitioners are currently searching for a suitable location. Preliminary plans for Grimmway Academy include the following details:

Size and Location

- The Charter School will occupy approximately 47,000 square feet
- Grimmway Academy will be located in Shafter on approximately 12.5 acres

Classrooms

- 24 spacious classrooms will open to a central courtyard incorporating sections of the organic garden
- There will be three full service boys and girls bathrooms
- There will be three kindergarten classrooms housing their own restroom facilities

Learning Lab/Library

- Separated into two distinct areas – Learning Lab and Library
- The Learning Lab will house 64 desktop computers and 30 Chromebooks for supplemented learning.
The Library will be full of books, supporting student research and the Accelerated Reader Program.
- Students in the Middle School have an assigned Chromebook to use throughout the day. These are used in their classes as well as in the intervention and library space.

Multi-Purpose Room

- A large open space for school assemblies and programs will be outfitted with seating for lunch service on days when weather requires us to eat indoors.
- A commercial cafeteria with all necessary equipment will exist to provide meal preparation and service

Office

- Office space will include a reception area, private offices for the Principal and Administration, a teacher lounge/work area, restroom facilities and a work/copy room

Playground/Organic Garden

- The areas surrounding the Charter School will be designated as play areas and organic garden areas.
- Play areas will incorporate play structures and grass fields.

Parking

- A parking lot will be located at the front of the Charter School.

E. Transportation

The Charter School will 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. Impact on the Charter Authorizer

Governing Law: “. . . [P]otential civil liability effects, if any, upon the school and upon the school district.”

- Education Code Section 47605(g).

Grimmway Academy shall be operated by 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(c), 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 District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a MOU, wherein the Charter School shall indemnify the District 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 will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of the Charter School.

Grimmway Academy's 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 petition, the District 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 work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year charter term from July 1, 2017 through June 30, 2022.