

(D). QUALITY OF PROJECT PERSONNEL AND MANAGEMENT PLAN

(1) QUALIFICATIONS OF KEY PROJECT PERSONNEL

Grimmway is firmly committed to ensuring that all levels of our organization includes individuals who are reflective of the population we serve, as evidenced by the fact that at GAA, 79% of our current teachers/staff are H/L and 3% Black, at GAS teachers/staff are 55% H/L and 3% Black, at our CMO staff are 82% H/L and our Board is 40% H/L. All recruiting and hiring is done in strict compliance with state and federal non-discrimination laws.

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

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

Monica Jara Guerra, Ed.D., *Director of College and Alumni Initiatives*, is responsible for the development of the alumni program and college preparatory curriculum aligned with the Grimmway mission, along with providing college counseling to GAA alumni who attend local

HS's. Monica worked for seven years as an Admissions Counselor at Loyola Marymount, spearheading Latino student recruitment, before joining Environmental Charter HS and later, St. John Bosco HS as counselor. At both HS's she achieved a **97% 4-year college acceptance rate**. Dr. Guerra completed her Ed.D. at the University of Southern California, Rossier School of Education in Educational Leadership, K-16 concentration, her Master's in School Counseling, B.A. in Political Science and B.S. in Economics at LMU.

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

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

Michael Bobadilla, Communications Manager, manages a variety of marketing and communication platforms, a full-time Communications Specialist, and maintains brand standards

across the organization. Prior to Grimmway, Michael produced custom campaigns for established institutions and directed brand identities and strategies for start-up organizations in the fields of brand identity, digital photography, digital marketing, graphic design, and communications. Michael has a BFA in Graphic Design from CSU Long Beach.

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

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

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

in federal reporting. Specifically, Bellwether has served as the external evaluator for four CSP-awarded CMOs. Key evaluation team members for this grant include:

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

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

Cara Jackson, Ph.D., is an associate partner with Bellwether, focusing on issues related to quantitative data analysis, evaluation and planning, research design, and survey research. Current projects include conducting quasi-experimental analyses and survey analyses for CSP grant evaluations. Cara also provides technical assistance and supports capacity building related

to evaluation for continuous improvement, and is a certified What Works Clearinghouse reviewer. She earned her Ph.D. in Education Policy and an advanced certificate in Education Measurement, Statistics, and Evaluation from the University of Maryland. Her Master's degree is from the Harvard Graduate School of Education.

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

(2) ENSURING FEEDBACK AND CONTINUOUS IMPROVEMENT IN OPERATIONS

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

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

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

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

Teachers collaboratively review student achievement data weekly and plan differentiation and interventions for students. Faculty analyze data from various assessments, looking for trends in learning and lessons that need to be reviewed further, understanding which standards need to be reviewed or presented in a different way, and which standards the students have been mastered. The results of the data also enable teachers to provide students with individualized practice opportunities, either in class or during tutoring hours. School and CMO leaders, including the Chief Academic Officer (CAO), monitor achievement data for teaching and Principal coaching and PD needs. The Principal reviews achievement data with teachers one-on-one at least quarterly. The Executive Director/CEO presents detailed student achievement analysis on a quarterly basis to the Board, addressing any strengths and weaknesses in the data and detail action plans. The Board evaluates the CEO annually using data to evaluate the effective accomplishment of job responsibilities; the CAO evaluates the Principals who in turn evaluate the school site teachers and staff, all with a strong focus on student achievement data and growth measures via multiple measures of data.

Data is a key component in annual goal setting and resource allocation as part of the annual LCAP process, as well as individual teacher goals for the year. With this CSP grant, the Evaluation Working Group, described above, will meet regularly to discuss grant data and lessons learned, ensuring that school site Principals and staff get the information and support they need to make necessary adjustments in real time to ensure project goals and objectives are met. Beyond academic data, we carefully track additional metrics that relate to the state's eight priorities, such as parent engagement, student behavior and attendance, along with financial and operational data. The Principal engages stakeholders in identifying key successes and needed areas of improvement as part of the annual strategic planning and review process and determine

whether instructional strategies, curriculum or other inputs need to be modified to ensure student success. The SSC and ELAC continuously advise the Principal on the success of initiatives and offer new ideas. In short, each member of the Grimmway family is continuously involved in a transparent process of data analysis, discussion and implementation of course corrections needed to ensure achievement of Grimmway's mission and vision.