

**(1) GRIMMWAY’S SCHOOLS SERVE EDUCATIONALLY DISADVANTAGED STUDENTS**

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

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

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

than the State average (8% v. 12%) but we believe that our MTSS and personalized learning programs – with ILPs updated every six weeks for every student – result in fewer referrals for SpEd services. In looking at the local Districts where our two schools are located, some clear differences are seen at GAA in the percentage of EL and Homeless students especially.<sup>18</sup> Arvin schools enroll a significant number (17.1%) of migrant students, and provide a comprehensive migrant services program as a result. While we of course welcome migrant students at our schools and conduct targeted outreach with groups such as the Kern Farm Bureau, and local Churches, we historically have not seen many enroll, perhaps because we do not have a migrant services program to offer them.

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

As detailed in the following section, we conducted extensive and targeted outreach in our school communities and work hard to ensure that each new school is oversubscribed from day one, with a lottery for enrollment. All outreach is conducted in both Spanish and English.

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



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

Through the use of formative assessments such as the MAP test, DRA/DIBELS (K-2), teachers establish a baseline to identify students who need additional support. Classroom accommodations and differentiated instruction are provided to all students to meet their individual needs through technology-rich adaptive learning during Learning Lab, progress monitoring, integrated and designated ELD, explicit direct instruction, and Culturally Responsive Teaching. Guided Reading groups are used to deliver more individualized objectives

during normal classroom instruction. During Learning Lab, each class of students rotates through Literacy and Math Computer centers. In the Computer center, a student's interim assessment results are used to create a specific online intervention program running a learning management system that allows students to access customized "play lists" created by the Administration and teacher. The Learning Lab also has a full set of leveled books where students can read independently at their "just right" level. Behavioral and socio-emotional supports are centered around School-Wide PBIS, with clear expectations taught through Crew meetings for our younger students and Advisory in middle grades.

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

Students in tier two who are failing to make adequate progress towards their ILP goals enter the Student Success Team (SST) process and continue to receive tier two supports plus additional accommodations in the general education classroom. At the third Tier, Grimmway provides both push-in and pull-out services with specialists to ensure students with the most significant needs are properly supported. IAs support teachers by working individually with students. Behavior and socio-emotional supports are centered around restorative practices. Utilizing Reflective Circles, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address

the needs of all students including the most vulnerable, academically and emotionally unresponsive students. If the SST believes further intervention is necessary, then the student may be referred to SpEd or 504 services.

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

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

Structurally, Grimmway runs a full-inclusion program taught by BCLAD/CLAD-certified teachers. Classes are taught in English with appropriate scaffolding using Project GLAD strategies. Research indicates that the most crucial aspect of instructing EL students is teacher PD.<sup>19</sup>

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

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

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

EL students are reclassified based on ELPAC scores, CAASPP or standards-aligned interim assessments, and parent and teacher input. The goal is for each student to progress by at least one level per year on the ELPAC until they are reclassified, and to have an annual reclassification rate that is the same or higher than the local district. Every year, school leaders, CMO staff, the Board and the school's ELAC (with parent stakeholders) review the EL program, outcome data and stakeholder surveys to evaluate program efficacy.

**STUDENTS WITH DISABILITIES:** Grimmway supports students with disabilities through the general education program and does not maintain separate classes. Grimmway complies with all applicable state and federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities

Act (ADA) and the Individuals with Disabilities Education Improvement Act (IDEA). As detailed in the next Section, Grimmway ensures a free appropriate public education for all.

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

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

**SST:** If MTSS supports do not lead to sufficient progress in the student's achievement level for academic, behavioral or social emotional concerns, we form a SST (SST) to consider additional or alternative supports. This team is comprised of the key people responsible for the child's learning and success, including the student's teachers, parents, the SpEd teachers, and the administration. The team collects data, discusses observed student strengths, areas of concern, and brainstorms interventions to address the student's needs. The team evaluates the students' plans every eight weeks to monitor progress, and meets at the end of that period to evaluate the effectiveness of the intervention. At the end of the monitoring period, if the student's

achievement has not improved sufficiently; we request parent consent for referral for SpEd evaluation and testing for specific learning disabilities.

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