

## (1) CONCEPTUAL FRAMEWORK FOR RESEARCH AND DEMONSTRATION ACTIVITIES

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

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

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

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



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

The extensive data included above and in Appendix F attests to the success of our personalized approach to student success. As we replicate our model at both the K-8 level and newly to the 9-12 level, we are continuously driven by data at every level. Just as teachers use data to differentiate the learning program for each student and revise their students' ILPs every six weeks, our senior staff and the Board review data to assess progress towards short and long-term goals. We note that Each Grimmway school will be guided by the outcomes and objectives detailed in its Local Control Accountability Plan (LCAP), required of all LEAs (including independent charter schools) under California's public school funding system, the Local Control Funding Formula. An LCAP must be submitted by each LEA by June 30 of each year for the upcoming fiscal year (starting July 1), involving all types of stakeholders in the process. The LCAP includes specific goal setting (school-wide and subgroup), objectives, actions tied to expenditures, identification of measures to assess progress, timelines (over a three year period) and specific funding allocations across eight state priorities (many of which have several sub-parts). Each LCAP includes both Absolute Measures (enrollment, standardized test data, graduation rates, etc.) tied to objective data, and Comparative Measures, tied to our comparison schools/districts' performance outcomes. A brief summary of anticipated school site goals and activities, aligned with the LCAP structure, is included in Appendix H. The LCAP will provide an important tool for new school leaders to engage stakeholders in a collaborative planning process and to set clear goals and objectives, allocate resources, and reflect on strengths and weaknesses. Beyond the grant evaluation, the LCAPs serve as the primary vehicles by which we measure the success of each school, hold school leaders accountable for achievement of objectives, and provide support from our network office.