

## II. Summary Chart of GPS Response to SCUSD Staff Report

SCUSD Staff Area of Concern	Staff Report Page #s	GPS Response	Proposed Solution
Financials	7-8	There are no findings around the finances and we are in a strong financial position to open the school.	Concerns can be addressed in a <b>5 minute conversation</b>
Governance	16	GPS submitted the draft Bylaws. The board approved Bylaws are attached to this report.	<b>Resolved</b>
Brown Act	8-10	The charter and bylaws fully align with and affirm compliance with the Brown Act based on our legal review	<b>No action required but dialogue welcomed</b>
Academic Program	3-5	We submitted a comprehensive description of our program that goes well beyond the legal requirement. We <b>provided approximately 100 pages (single spaced) of the specific instructional strategies and curriculum we will be using with charts and specifics for each discipline.</b> Please also see pages 52-70 for more specific information.	<b>No action required but dialogue welcomed</b>
Professional Development	5-6	PD is discussed throughout the charter petition as it is one of our firm commitments. As such, <b>our teachers will receive a minimum of 30 half days of PD per year in addition to 10 full days and weekly after school PD.</b> Please see the following pages: 21, 32-38, 43-46, 62, 70, 73-78, 100, 106,108, 119-120, and 124-126	<b>No action required but dialogue welcomed</b>
Plan to Achieve Racial and	6-7	<b>There are no legal findings here</b> and there are assumptions that were made without dialogue that resulted in concerns. The GPS founding team has	<b>No action required but dialogue welcomed</b>

Ethnic Balance		an excellent track record of successful student outreach and recruitment to diverse populations. It is a deep commitment and is the 3 <sup>rd</sup> word in our mission statement. Please see pages 15-18 in this report for more information.	
Technology Plan	8	We reference our technology curriculum and our plan to provide each student with a laptop in detail. Please see page in addition to providing thorough explanation of the academic program and how computers will be utilized.	<b>No action required but dialogue welcomed</b>
Signatures	10-11	<b>Staff lists concerns around the signatures submitted by GPS with no legal findings.</b> We have a record of recruiting high quality teachers and fully enrolling schools with waitlists.	<b>No action required but dialogue welcomed</b>
Health and Safety Procedures, Suspension and Expulsion, Dispute Resolution, TK, Special Ed, ELL, Before/After School Program, and Measurable Pupil Outcomes	12-20	We submitted a thorough and legally compliant petition that covers all of these topics. The issues that were raised can and should be handled in an MOU between the charter school and the district.	<b>MOU process</b>

**Growth Public Schools (GPS)  
Response to SCUSD Staff Report  
August 16, 2016**

**I. Executive Summary**

GPS is submitting this document in response to the SCUSD Staff Report released by the Strategy and Innovation Department following a review of our charter petition.

Overall, as was confirmed by the law firm of Young, Minney, Corr, LLP (YMC) and by the California Charter Schools Association (CCSA) prior to submission, the GPS charter petition is compliant with the requirements of the Charter Schools Act and thorough. The majority of the concerns outlined by the staff are based on misunderstandings or criteria that go beyond the requirements of the law. **No significant legal findings were brought to light and many of the staff's concerns could easily be addressed through an MOU between the charter school and the district.**

The GPS founding team has significant experience running innovative, and high performing diverse schools. The founding team has opened and run dozens of successful schools that are very similar to the model proposed in the GPS charter petition, all of which are open and thriving. We have the experience and the capacity to execute this program successfully and we desire a partnership with SCUSD to make this exciting charter school an option for Sacramento families.

GPS would like to continue to work in good faith with the district staff. We would have liked to clear up most of these concerns through dialogue, and we hope we can do that now. **We did not have the opportunity to address any of the concerns or misunderstandings in the capacity interview on June 6, 2016.** The only requests after the capacity interview was a draft parent handbook, a draft emergency plan, and a draft application. We recognize that the staff utilized the 34-day extension we agreed to in order to provide a thorough review, and we are very thankful and appreciative of their diligence. We hoped this extended timeline would lead to dialogue and good faith efforts to review the charter petition. Again, we are committed to working collaboratively with staff, and since **we did not find out about most of these concerns until the staff released the report to the public on August 12, 2016, we have been working around the clock to address them since most of them are related to misunderstandings.**

GPS responds to the specific findings of the SCUSD staff below. We request that this document be thoroughly reviewed and considered in advance of the hearing to be held on Thursday, August 18.

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Plan to Achieve Racial and Ethnic Balance	6-7	<b>There are no legal findings here</b> and there are assumptions that were made without dialogue that resulted in concerns. The GPS founding team has an excellent track record of successful	<b>No action required but dialogue welcomed</b>



		student outreach and recruitment to diverse populations. It is a deep commitment and is the 3 <sup>rd</sup> word in our mission statement. Please see pages 15-18 in this report for more information.	
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### III. SCUSD Staff Findings and GPS Responses

#### ***A. Petitioner is Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition***

**GPS Response:** Please see “**Typical Day of a Student**” at the end of this document for more detail, which provides updates to clarify staff understanding. PBL time is classroom time where students are with a facilitator the entire time. In addition, students will have PL time, which is a combination of independent work time and small group instruction. During project based learning time, students will be engaging in

whole group instruction with the instructional strategies listed on page # 51 and using the curriculum listed on pages 52-70. Students will be engaging in long-term projects, which incorporate skills and content tied to standards, as well as research-based instructional methods. The Project Based Learning time, in addition to small groups PL at a separate time, and the work on the projects, incorporates strategies you might normally see in a traditional classroom. Project Based Learning is not the only strategy used during the PBL time.

During PBL time, we plan to use many of High Tech High's Elementary School projects. We have added these examples to further illustrate our points. We are confident we submitted all of the necessary information, but hope that these extra examples can help illustrate and support the district's understanding.

- Samples can be found here: <http://www.hightechhigh.org/projects/>.
- The Buck Institute also gives examples of PBL here:  
[http://bie.org/object/video/elementary\\_projects\\_from\\_worms\\_to\\_wall\\_street](http://bie.org/object/video/elementary_projects_from_worms_to_wall_street)
  - Here is additional research on PBL:  
<https://ww2.kqed.org/education/2015/08/11/is-project-based-learning-the-way-to-go/> AND
  - <http://www.cultofpedagogy.com/project-based-learning/>

Facilitators will execute project based learning experiences for each grade level pod. Students may all be working on the same experience, or they may choose from a small number (2-3) of projects chosen by the facilitator.

In the example above, students at GPS in 1st grade, might do a project based on worms. Thus, they may work on CCSS literacy skills through creating an inquiry question, reading a book about worms, and then doing a writing project. They may also do science experiments about worms, which include mathematical calculations. Students may then also present what they have learned in a simple PowerPoint with photos or on a poster, accompanied by an oral presentation. Within this larger project, facilitators may use strategies listed on page 51-70 of the charter.

*The Petition's description of PL time is similarly vague. According to the Petition, PL time "incorporates differentiated instruction using both online and offline instructional (sic) and strategies and takes a step further to address the entire school and the whole child, and to include even more choice and voice." (Petition, p. 34-35) PL time will be spent largely using "adaptive online tools." (Petition, p. 35.) However Staff are unable to discern, what the "online and offline instructional strategies" consist of specifically, and how the proposed PL time will actually function within the daily classroom environment.*

**GPS Response:** Personalized Learning will be based on an individual student's PLP, which is based on data from assessments, teacher observations, and student work, and created in conjunction with the students, the facilitator, the family group facilitator, and the parents. Personalized Learning time is a mix of online adaptive tools, play-based stations, Montessori-style manipulatives and small group learning time. Please see description on page 35-36 of the petition for the online and offline instructional strategies. In addition please see the strategies listed on pages 52-70 that provide an outline of the specific instructional strategies for each subject area. Students are not on computers the entire time during PL--they are engaged in small group learning with a facilitator or an SEL teacher, or they are working independently or in groups at stations.

For example, three students might spend PLP time in different ways but engaged in work that is critical to their individual success:

- Student 1: Is behind in their competencies for math and is assigned to small group math lesson. Thus, the student would spend the first 30 minutes of their PL time with a facilitator in a small group. Once complete, they would have the choice (for example) to choose from three play based stations for 20 minutes. Finally, they may spend 20 minutes working online on literacy playlists.
- Student 2: Assigned small group time for SEL/Habits of Success, then ELD instruction, and finally in station rotation.
- Student 3: Pulled by a facilitator for 1:1 instruction during this time.

*The Petition's "Typical Day for a Student" (Appx. I) and a "Sample Daily Schedule" (Appx. J), equally fail to provide clarity as to the daily implementation of the Charter School's instructional program. For example, the Typical Day for a Student describes PBL as follows: Between 8:30 am and 9:45 am the student will engage in Project Based Learning (PBL). Depending what project the students are working on, what the student has in his personalized learning plan, the student will be working through a project either individually or with a group.*

*(Appx. I.) Based on this summary, Staff cannot discern whether the student will be working independently or with a group, what the student will be working on, and how the teacher will facilitate this instruction. By painting the educational program with such broad strokes, Staff is unable to discern how, specifically, instruction will occur in the classroom, and how the teachers will ensure that each student is provided the proper amount of instruction and guidance, particularly for younger students in grades kindergarten through second.*

**GPS Response:** Personalized Learning time is fluid, as is PBL time. Based on the needs of the student and what the data is telling teachers, students may be working in a

group or individually. For example, a student may be working to create a visual representation of a book with his group. However, he may also be working on an individual writing task that is also part of his long-term project on the book. Facilitators will ensure proper amounts of instruction and guidance by following personalized learning plans, AND by creating thoughtful projects aligned to competency based instruction. All lessons, projects, and personalized learning time are aligned to competencies, which are aligned to standards. Please see description of competency based learning on page 32 of the petition. For example, in the project on worms, students may be working individually on a writing task, or they may be working in small groups on their science experiment. Finally, the teacher may be doing a whole group literacy lesson, modeling what she would like for their presentation.

*Additionally, the Petition does not appropriately identify curricula to be used during the PBL and PL time, does not enumerate a standard of measurement for each specific subject taught, and does not provide differentiated standards for each grade level. For example, the Petition does not commit to a curriculum for their proposed science instruction: “GPS science curriculum will likely be standards-based lessons from Lawrence Hall of Science’s Full Options Science System (FOSS).” (Emphasis added; Petition, p. 67.) While suggesting the use of the FOSS curriculum, Petitioner does not demonstrate an understanding of the curriculum, and does not identify how the curriculum will be used and implemented across PBL and PL time. In addition, Petitioner does not specify which part of the curriculum will be provided to each grade level, and does not specify how the school will determine whether a student has appropriately met the standard to progress onto the next grade.*

**GPS Response:** This is outlined in various parts of the petition, specifically pages 52-70. Curriculum is outlined for each instructional strategy (PL, PBL, small group, online adaptive, whole group) and for each grade level and subject area:

- Pages 52-61 ELA instruction
- Pages 62-65 math instruction
- Page 66 history/social science
- Page 67 for science.

The GPS competency based learning progression (based on Summit’s and Roots-- please see appendix E, F, and G in charter appendices) will designate what each student is to have learned in each grade level and a standard of measurement for each specific subject taught. GPS will not use traditional grade levels, but will instead focus on measuring student competencies. We are currently working with SCALE (Stanford Center for Assessment Learning and Equity) to finalize a competency based

progression for K-3. The competency based progression will determine whether students are ready to progress, and will follow the promotion plan outlined below.

### **Grade Level Promotion K-5**

A GPS student must demonstrate the following:

- Grade level skills on rubric/CCSS standards and competency based progression for Literacy, ELA, and Mathematics.
- A strong attendance record for the year.

### **Grade Level Promotion 6-8**

A GPS student must demonstrate the following:

- Grade level skills on cognitive skills rubric/CCSS standards, and competency based progression for Literacy, ELA, and Mathematics.
- A strong attendance record for the year.

If one or more of these criteria is not met, the student will not be eligible for promotion. We apologize for not including information on grade level promotion in the charter, but have submitted here for clarification.

### **Graduation Policy**

Because our enrollment stops at eighth grade, our students will not graduate, but simply be promoted to the ninth grade. The requirements for eighth grade promotion will be the same as those outlined in the grade level promotion section above.

*While the Petition provides that students will be placed in “multi-grade level pods,” it similarly fails to discuss how the Charter school will implement curriculum across pods, and how the students will move and progress through these pods. (Petition, p. 42.) Without this key and crucial information, Staff cannot adequately evaluate whether the proposed educational program can reasonably meet the needs of the grades to be served by the Charter School. The Petitioner’s description of the Charter School’s math, English, physical education, and history instruction similarly omit crucial and key information regarding curriculum, and its implementation across project based and personalized learning time.*

**GPS Response:** This is clarification of the charter. Students do not move through pods. Pods are multi grade level and consist of 2-3 grade levels. Curriculum for PL time is based on a student's' PLP and data from assessments. Please see curriculum charts and descriptions for grade levels on pages 52-70 of the petition. In the curriculum chart, curriculum is aligned to the multi grade level pods. This is very similar to a to a

traditional elementary combination class. Competency based progression will be utilized (see page 32 of the petition).

*Finally, Staff have concerns regarding the effectiveness of an educational program designed for elementary school students that is comprised mainly of self-motivated instruction. According to the Petition, students will engage in PL time for two hours and fifteen minutes per day (M-Th). (Appx. J.) During this time, students will engage in a combination of “student self-directed time and teacher created activities.” (Petition. P. 20.) “Students are able to work at their own path and at their own pace in our personalized learning and self-directed learning environment...” (Petition, p. 50.) Students entering kindergarten, first and even second grade generally require more structure and guidance than middle school students. While Petitioner acknowledges that, “teachers will need to explicitly teach proper norms, expectations and behavior around technology, or what to do when they get stuck during self-directed learning time,” Staff remain concerned about the appropriateness of this type of individualized, self-directed, and online instruction for young students entering the earlier elementary grades.”<sup>1</sup> (Petition, p. 51.) The Petition fails to describe with specificity what techniques and teaching methodologies Charter School staff will utilize to ensure that their young students will appropriately benefit from this self-directed personalized learning model.*

**GPS Response:** This is a clarification of the charter. The GPS program is based primarily on the Montessori model that has proven that self-directed and personalized learning can be highly effective for elementary school students for over 100 years. GPS leadership has engaged with the California Montessori Project (CMP) and many other Montessori and personalized learning elementary and middle schools in the development of our program. As a result, we are implementing a similar concept to Montessori Sustained Work Time which utilizes personalized learning plans and assesses the specific needs of each student. GPS would welcome the opportunity to visit a CMP classroom with district staff and/or Board members to discuss our plan for implementation. .

Specific to GPS—as discussed above, during PL time, students will be 1. Working on computers, 2. In play based stations, or 3. In small groups with the facilitators. Specific techniques and teaching methodologies are listed on several pages throughout the petition. All curriculum that will be utilized at GPS has been proven effective for elementary school students. Please reference pages 53-71 for specific strategies and instructional practices.

Finally, through our Habits of Success program (please see Habits of Success in Appendix O from Summit and Appendix H from Roots Elementary), GPS will teach students the necessary skills to work independently with a graduated level of



responsibility increasing from K-8th grade. The petition details our Habits of Success program on pages 39-42, in which we explicitly state that we plan to teach independence through a gradual release program. Personalized Learning will be much more supervised in Kindergarten and the lower grades than it will be in the upper grades, with students at the upper grade levels doing much more independent work. We expect that students at the younger grades (K, 1 and 2) will be doing station rotations, but these rotations will be shorter and more structured. As we teach Social Emotional Learning skills and executive functioning, we expect that the stations and the PL time will become less structured and students will be working more independently. In the younger grades, we do not expect students to self-motivate. We will create a scope and sequence (in collaboration with the Stanford SCALE program) in our competency based learning progression and Habits of Success progression (based upon the work done at Roots and Summit) for students to work independently. It is important to note that this is not "teaching yourself", but rather putting students in the driver's seat to follow a plan, the plan in their PLP. There is tons of adult support for following the plan which includes 1:1 conferences during PL, small group instruction during PL, and large group instruction during PBL. Please see examples above. Again, SCUSD has an example of a successful self-directed learning model in CMP.

**Pilot work:** At the writing of the petition, we had not completed our Pilot Project with the Chan Zuckerberg Foundation. As a courtesy, we are providing an update which fits nicely in this section. The GPS team spent the last year working in a traditional public school in Oakland, CA. With support from the Chan Zuckerberg Foundation, we worked side by side with a teacher in a first and second grade combo class implementing the structures we discussed in the charter petition. We saw tremendous success with students setting goals and then working through reading and math rotations with teacher guidance and a specific teacher supported plan. In addition, we explicitly taught SEL to the students based on the Habits of Success from Roots and Summit, and saw a measured transformation of the students. Finally, we taught PBL side by side with the teacher. In one project, the students ultimately presented an animal project to a 5th grade class and their parents. The school community including the principal, other teachers, and the parents were excited and thus encouraged our partner teacher to become a teacher on special assignment next year to help her peers implement what we did across the whole school. This project was vetted and approved by the principal and the OUSD district office as all criteria were met.

### **Petition Presents an Inadequate Plan for Professional Development**

*The Petition lacks a clear description of the manner in which the school will implement professional development. The Petition states that each faculty and staff member will have a Personalized Education Plan ("PEP") where the employee will "identify a set of*

*professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of a GPS education.” (Petition, pp. 125-126.) The Petition then provides that there is “significant time built into the annual calendar for professional development.” (Petition, p. 126.) Other than this very basic description, Petitioner does not provide specific details, dates, structures, or instructional strategies related to the proposed professional development. In short, the Petition lacks a clear description of the manner in which the school will implement professional development keyed towards each teacher’s individual PEP, and targeted towards the improvement of the Charter School’s student population.*

*While Petitioner points to Summit Public Schools and their use of “playlists” as a model for the success of this teaching approach in California, (Petition p. 36.) it should be noted Summit Public Schools does not operate elementary schools, but rather middle and high schools.*

**GPS Response:** This is all information already in the charter that we hope to clarify. We understand that the successful implementation of our model depends on our instructional staff. We offer 30 half days and 10 full days of PD per year, in addition to twice weekly PD after school. This is considerable amount of PD, and thus we are confused why this is a concern. Since we believe strongly in PD, we reference the specific opportunities and practices throughout our petition. We do not include a specific calendar, but reference it numerous times with specific examples.

As we discussed in the petition, we will provide extensive PD and support before and during the school year to ensure that our facilitators and support staff have the tools and knowledge needed to execute our model and live our mission every school day. We firmly believe that PD must be intentional, intensive, and sustained in order for staff to effectively utilize the skills, strategies, and content covered.

As mentioned above, PD takes place during summer planning (August), and during Expeditions. We expect teachers to have at approximately 30 half days and 10 full days of PD per year at a minimum.

As we discuss in our petition, a percentage of these professional development days will be devoted to Data-Driven instruction and collaboration, but PD will also be aligned with the instructional goals and vision of GPS as well as each teacher’s professional goals in their Personalized Education Plan (PEP). GPS plans to use both external providers (such as High Tech High’s or Summit’s teacher development courses) and internal experts to provide professional development. Please see pages 45-46 and Appendix Q. For example, our whole team of teachers and administrators will attend the Summit



intensive training for 2 weeks in August. This training includes teachers from across the country and is a rigorous and intensive training in the methodologies, and instructional methods that are clearly laid out in our petition. Our founder was a lead trainer in this Summit Public Schools program and also supported the development of the program which now trains hundreds of educators from across the country each year.

#### Proposed topics for PD:

- Goal setting for the entire school, teachers, and students
- Co-planning and collaborating—participating in Professional Learning Communities by grade level, subject areas, or another topic
- Literacy instruction
- Math Instruction
- Teaching special populations: special education, English Language Learners, struggling students, low income students, interventions, etc.
- Data analysis techniques to ensure faculty members are highly skilled in data analysis.
- School Culture: teaching, executing, and reinforcing clear systems, procedures, routines, and the established norms at GPS and classroom levels to maintain an emotionally and physically safe rigorous learning environment.
- Building faculty culture: Community building amongst the staff to build a high trust workplace.
- Ensuring that we meet CA and National Standards (CCSS, NGSS)
- Project Based Learning
- Planning and Executing Understanding by Design Effectively
- Personalized Learning: including building playlists, new instructional technology, and the Personalized Learning Plan (PLP)
- Competency Based Instruction
- Other instructional methods as necessary: group work, complex instruction, differentiated instruction, etc.
- Facilitating family groups
- Cultural Competency: training in culturally responsive teaching in order to best support a heterogeneous student body.
- Social Emotional Learning and teaching Habits of Success
- Other needs as determined by data, classroom observations or professional educator plans.
- Teachers will also engage in two weeks of “Summer of Summit” to be trained on Personalized Learning, Project Based Learning.

All of the above is included in the charter however, we have submitted a PD calendar to provide further clarification.

## GPS Professional Development Calendar

Date	Topics
Summer	<ul style="list-style-type: none"> <li>● Summer of Summit: PLP, PBL, PL</li> <li>● School Culture</li> <li>● Building Faculty Culture</li> <li>● Special Populations</li> <li>● Cultural Competency</li> <li>● Habits of Success</li> <li>● Competency Based Instruction</li> <li>● Facilitating family groups/Habits of Success</li> <li>● Goal setting</li> </ul>
Expeditions	<p>Rotating Schedule:</p> <ul style="list-style-type: none"> <li>● Collaboration: professional learning teams, pod teams, subject area teams</li> <li>● SEL</li> <li>● Literacy</li> <li>● Math</li> <li>● Habits of Success</li> <li>● Ongoing support on PL, PBL, PLP</li> <li>● Other needs as determined by data</li> </ul>
Weekly Facilitator Meetings	<ul style="list-style-type: none"> <li>● Building Faculty Culture</li> <li>● School Culture</li> <li>● Collaboration: professional learning teams, pod teams, subject area teams</li> <li>● Habits of Success</li> <li>● Other subjects as they come up</li> </ul>
Every six weeks	<ul style="list-style-type: none"> <li>● Data analysis</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>● Weekly Coaching</li> <li>● Observations</li> <li>● Ongoing support on PL, PBL, PLP</li> <li>● Ongoing support on literacy, math, competency based instruction</li> <li>● Ongoing support on Habits of Success and school culture</li> </ul>

### **Inadequate Signatures**

*A review of the teacher signature page reveals that 7 of the 9 teachers who indicated that they were meaningfully interested in teaching at the Charter School have yet to meet the requirements for a clear credential. (Appx. D.) As a result, the teachers likely to be hired by the Charter School are expected to be relatively inexperienced, raising concerns about the lack of a formalized and comprehensive professional development plan.*

*Moreover, according to the Petition, these relatively inexperienced teachers are expected to develop the Charter School's curriculum, as the Petitioner has yet to identify/develop curricula for each subject and grade level. (Petition, p. 100 ["Our facilitators will build curriculum in teams before and during the school year."]) In the proposed first year, these teachers will be entering a brand new school, with brand new students, and a brand new, "innovative" teaching approach. Asking them also to create a curriculum that is "aligned with the most current and rigorous college-ready standards," is a high burden to place on a group of potentially inexperienced teachers without a clear and comprehensive professional development plan. (Petition, p. 32)*

### **GPS Response:**

There is no legal finding here and assumptions are being made based on this data, which do not comport with the Education Code. As noted in the staff report, GPS has met the threshold requirement for gathering the number of teacher signatures required by state law in order to submit a charter petition to a school district. Staff, however, have used our teacher signatures to make hiring assumptions, which is inappropriate; however, we would like to address this issue.

We agree that hiring is critical to success. Since we gathered these signatures from teachers, several months ago, we have updated our pipeline and confident that we can hire 5 highly qualified teachers to successfully implement the program. We also agree that we need to give them necessary PD. Please see PD plan and calendar above. We do not plan to hire all new teachers. Our hiring strategy is to find teachers with varied levels of experience. Our founding team's success hiring high quality educators is evidence of our capacity to do this successfully. Our founding team has collectively hired hundreds of teachers and educators over the last decade plus. We are confident that we can find 5 strong teachers to execute our program.

### **The Petition Presents an Inadequate Plan to Achieve Racial and Ethnic Balance**

*Pursuant to Education Code section 47605, subdivision (b)(5)(G), Petitioner must include a reasonably comprehensive description of the means by which it will achieve a racial and ethnic balance among its students that is reflective of the general population*

*residing within the territorial jurisdiction of the District. As detailed below, Petitioner's plan does not seem designed for success in this community.*

*The Petitioner's recruitment strategies are not specifically tailored to the Sacramento City Unified School District community in which it intends to recruit. Petitioner provides that the Charter School "will engage in a variety of means and strategies to achieve a racially and ethnically diverse student population" including "earned media," "social media," "collateral materials/leave behinds," and "open houses." (Petition, p. 131.)*

*However, the Petition does not address why these mediums will be particularly effective in the Rosemont community and the District as a whole. Equally important, Petitioner does not discuss with any specificity, when, how and where these means and strategies will be used. For example, Petitioner offers to print recruitment materials in "English, Spanish and other languages as necessary..." (Petition, p. 131.) The District serves a diverse community that includes, but is not limited to, native Chinese, English, Hmong, Russian, Spanish, and Vietnamese speakers and therefore should have all school materials, such as personalized learning plans, progress reports, and other relevant and important documents accessible in each language. The Petition does not indicate a recognition of the breadth of languages spoken within the District, or the need to provide all the aforementioned material in each of these languages. As presented, their plan is too generic and should be specific to the community. The plan, as stated by the Petitioner, could be discussing any community in California.*

*Moreover, Petitioner fails to identify how it will ensure that the Charter School will achieve racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District, in light of the fact that the Rosemont area is demographically different than the District as a whole. According to the information provided in the Petition, Sacramento's racial make-up is 35% white, 26.8 % Hispanic, 18.1% Asian and 12.9 % black. (Petition p. 29). Conversely, the Rosemont area where the Charter School intends to locate has noticeably different demographics, with a significant increase in the white population, and a significant decrease in the minority population. (51.1% white, 19.6% Hispanic, 13.1 % Asian, and 10.8% black; see Petition, p. 28.) While the Petitioner acknowledges this discrepancy, it fails to provide a reasonably comprehensive description of how the Charter School will address it. Petitioner simply relies on the "assumption" that the Charter School will "attract students from the surrounding communities [Elk Grove, Folsom Cordova, and San Juan school districts] to increase our diversity and broaden our impact." (Petition, p. 31.) It is illogical that the Charter School's plan to rely on neighboring school districts, who are less diverse than the District, will increase the Charter School's minority population to better reflect that of the District.*

**GPS Response** Recruiting a diverse and heterogeneous population is critical to our mission as we discussed with the Board of Trustees during the public hearing. We are excellent at this as we shared in our public presentation. However, we know this is a concern of the board and hope that this helps clarify not only our intent, but our strategy and plan. We have added this information to alleviate Board concerns. GPS seeks to recruit and enroll a student body that strikes a representative balance the Rosemont neighborhood where the school will be located and of the broader Sacramento area (e.g. less white students than would be representative of the Rosemont population and a higher percentage of minority students).

**ROSEMONT 2013**

White Alone	51.1%
Hispanic	19.6%
Asian Alone	13.1%
African American Alone	10.8%
Two or more races	5.1%
Other race alone	0.2%
Pacific Islander alone	0.1%
American Indian alone	0.0%

**SACRAMENTO 2013**

White Alone	35.00%
Hispanic	26.80%
Asian Alone	18.10%
African American Alone	12.90%
Two or more races	5.00%
Other race alone	1.60%
Pacific Islander alone	0.30%
American Indian alone	0.30%

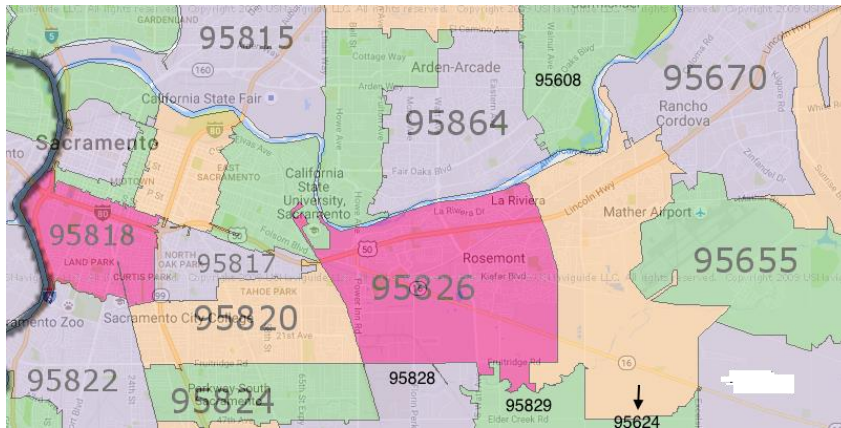
Source: [www.city-data.com](http://www.city-data.com)  
<http://www.city-data.com/>

The school's central location in Rosemont and its proximity to Elk Grove, Folsom Cordova and San Juan school districts will enable GPS to attract students from surrounding communities. Specifically, we will recruit from the following elementary schools located in the zip codes surrounding Rosemont and with the racial diversity that GPS seeks to serve.

<b>Local Districts*</b>	<b>White</b>	<b>Hispanic/Latino</b>	<b>Asian</b>	<b>African American</b>	<b>Two or More Races</b>	<b>Other</b>	<b>Total</b>
EGUSD	30%	22%	24%	8%	10%	7%	6,922
FCUSD	35%	34%	7%	12%	8%	4%	3,150
SJUSD	69%	14%	7%	7%	1%	2%	3,007
SCUSD	15%	46%	15%	15%	6%	3%	1,6391

\*Represents Elementary School Students in Target Zip Codes Only

Source: California Longitudinal Pupil Achievement Data System (CALPADS)



1	Edna Batey	95624	EGUSD
2	Arthur C Butler	95624	
3	Raymond Case	95624	
4	Elk Grove	95624	
5	Ellen Feickert	95624	
6	Roy Herburger	95624	
7	James A McKee	95624	
8	Florence Markofer	95624	
9	Pleasant Grove	95624	
10	Mather Heights Elementary	95655	FCUSD
11	Cordova Gardens Elementary	95670	
12	Cordova Meadows Elementary	95670	
13	Cordova Villa Elementary	95670	
14	Navigator Elementary	95670	
15	Peter J Shields Elementary	95670	
16	Rancho Cordova Elementary	95670	
17	White Rock Elementary	95670	
18	Del Dayo	95608	SJUSD
19	Mary Deterding	95608	
20	Mission Ave	95608	
21	Mariemont	95864	
22	Sierra Oaks K8	95864	SCUSD
23	Golden Empire	95826	
24	New Joseph Bonnheim Community Charter	95822	
25	Tahoe	95820	
26	Bancroft	95826	



Below is clarifying information regarding our recruitment strategy that is a supplement to the thorough description to what is in the charter petition. As we understand this is a board concern, we hope this helps clarify our intent, strategy and plan.

### **Community Communication and Notification**

*All recruitment materials and school communications will be provided in the languages necessary to effectively communicate with the Sacramento community which could include Spanish, Chinese, Hmong, Russian and Vietnamese.*

- We will place paid advertisements in local print media (including those targeted at specific large ethnic groups within Sacramento, Hmong, Vietnamese etc.). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
- We will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
- If the addresses are available for the Kindergarten students enrolled in the target schools and districts, we will mail post cards to each residence. The post card will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
- We will post flyers announcing recruitment events at various public facilities frequented by school aged students and families (YMCA's, Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc.)
- If allowed, we will place announcements in the parent newsletters or communication vehicles at all 28 target schools. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
- We will maintain a web-site that includes detailed information and updates on the school, recruitment, application process and deadline.

### **Recruitment Events 2017**

- GPS will host at least four Recruitment Open Houses\*. The schedule and location of the events in preparation for the 2017 opening is as follows:
  - Weeknight Events + Daytime Event on a Saturday in November, December, January and February. The location will be based on availability as our facility is TBD.
- Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to ask questions in a large group setting and on a more individual basis. Participants will be given an application for admission and extensive written explanation of the school and its programs.
- During the fall, GPS will host at least one educator information session. We will invite the administrators and elementary grade teachers from all target schools to

- attend this after school discussion hosted by representatives from the school.
- We will request to participate in any school information events hosted by our target districts when/if applicable.

\*Beginning in the 2018-2019 school year these Recruitment Open Houses will be held at the school. In the year prior, when there is no permanent location, the site of these events will be based on availability.

### **Recruitment Events 2018\*\***

- Beginning in October and concluding in April, GPS will host a small group tours and question and answer sessions for the parents of prospective students. The session will be facilitated by a student and a staff representative from the school. During the session participants will be given the written materials and application provided at the Open House. They will have an opportunity to observe our classes in session and ask individual questions.
- Beginning in January and concluding in April, we will host several student showcases. Prospective families will be invited to attend to interact with GPS students and ask questions about their experience at the schools.

\*\*These recruitment events will not begin until the 2018-2019 school year when the school is up and running.

### **The Petition Presents an Inadequate Financial Plan**

*A charter petition should, at a minimum, include a first-year operational budget, start-up costs and cash flow, and financial projections for the first three years. (Ed. Code, § 47605, subd. (g).) Staff has concerns about the financial plan set forth, including but not limited to--while the Petitioner “reserves the right to request a Proposition 39 facility” (Appx, AA.), they also contemplate procuring a private facility (Petition. p. 164). However, the budget, and the “Budget Narrative” fail to include any discussion or inclusion of funds for the rent or purchase of facilities. Instead the budget lists “5610 Rent” as a line-item, but simply provides “-” as the amount allocated.*

### **GPS Response:**

We have extremely strong financials for a startup organization. In addition to already committed private philanthropy, the budget does not include the Federal PCSGP grant that is once again available to new charter schools. At the time of the petition, there was lack of clarity around the availability of PCSGP funds. Now it is clear that GPS will be highly likely to receive these startup funds which improves our financials even more.

Facilities: The rent is zero, and assumes a Proposition 39 facility. This is consistent with our assumption of a 3% district oversight fee (a 1% district oversight fee would imply procuring our own facility). In the petition we discussed the possibility of procuring



a private facility or a Prop 39 facility. We will be applying for Prop 39 and also looking for a privately leased facility. We are only looking at private facilities that are located in SB740 eligible areas. We are committed to working collaboratively with SCUSD and sharing all updates throughout the process. Given that we assumed a conservative oversight fee of 3%, we are confident that this is the right assumption. As we are 11 months out from opening, we will keep the district apprised of our facility needs and will be applying for Prop 39 in the fall. Thus this budget is accurate for the situation we are in now and when we submitted the petition.

Below we clarify some of the small details that district staff were unable to ascertain based on our detailed budget.

*Petitioner's proposed schedule includes 2 hours and 15 minutes per day of "personalized learning" (Appx. J), which "incorporates differentiated instruction using both online and offline (non-technology) instructional (sic) and strategies." (Petition, p. 34.) However, Staff is unable to discern whether Petitioner incorporated the purchase of computers or online programs in the proposed budget. (Appx. DD)*

**GPS Response:** Chromebooks for students account for a significant part of the budget for 4400 Non Capitalized Equipment. We assumed \$279 per new enrollment plus replacement every three years, in addition to 10% for spares. Total costs of Chromebooks are as follows: **Yr 1 \$35,000 Yr 2 \$17,900, Yr 3 \$19,000, Yr 4 \$50,000, Yr 5 \$36,800.**

*Staff is unable to discern the use of considerable funds for "5850 Non-Instructional Consultants" in the proposed budget for each of the five operational fiscal years. (Appx. DD)*

**GPS Response:**

The following is included in 5850 Non-Instructional Consultants in Year 1:

- Erate Consulting: \$1,430
- Network Monitoring: \$1,100
- Samanage: \$550
- Website Branding/Outreach: \$15,300
- Student Information System-License & Support: \$40,800
- Technology Consulting: \$24,500
- Data Consulting: \$18,400

Total 5850 Non-Instructional Consultants: \$102,000

The pattern is the same for years 2-5 with the exception of the Student Information System, which decreases significantly after the first year and accounts for the overall decrease in 5850 Non-Instructional Consultants.

*Petitioner's proposed budget allocates \$91,800.00 for one employee "1300 Certificated Supervisor and Administrator Salaries" for the first year of operation serving Kindergarten and First grades with a student population of 112. Petitioner's proposed budget allocates \$364,346.00 for three to four employees "1300 Certificated Supervisor and Administrator Salaries" for the fifth year of operation serving Kindergarten through Fifth grades with a student population of 319. Staff is unable to discern the need and function for the additional Certificated Supervisors and or Administrators. (Appx. DD)*

### **GPS Response:**

During year 5 we budgeted the following salaries in 1300:

- Elementary school-Principal: \$ 99,367
- Elementary school-Assistant Principal: \$ 82,806
- Elementary school-Chief Academic Officer: \$ 82,806

Total 1300 salaries for elementary school: \$264,979

- Middle school administrator: \$ 99,367

Total 1300 salaries – Elementary and Middle School \$364,346

Year 5 is the year before we move into having students rise to 6th grade and implement our middle school program, which means we have an administrator in training yet no students in the middle school. We budgeted similarly in Year 0 for the elementary school startup year. The actual amount of 1300 salaries supporting the elementary school student population of 319 is only \$264,979, since this is a one year cost for bringing on an administrator one year early to prepare for the rise of middle school grades.

### **The Petition Presents an Inadequate Plan for the Use of Technology**

*Petitioner indicates technology will be an integral part of the Charter School's educational program. For example, Petitioner's proposed schedule includes 2 hours and 15 minutes per day of "personalized learning" (Appx. J), which "incorporates differentiated instruction using both online and offline (non-technology) instructional (sic) and strategies." (Petition, p. 34.) However, Staff is unable to discern whether Petitioner incorporated the purchase of computers or online programs in the proposed budget. (Appx. DD). The Petition lacks crucial discussion regarding their technological program such as addressing how many computers are required, how Petitioner intends to purchase and maintain them, and whether students will be able to take this technology*

*home. In addition, Petitioner fails to provide a reasonably comprehensive description of policies or procedures that ensure students with disabilities and students with limited English proficiency have equal access to this technology.*

**GPS Response:** Please find what we discussed in the petition with some additional information to help clarify understanding. Below we shared the curriculum again that we plan to use to ensure there is no further misunderstanding. We have significant experience using technology effectively in schools. Technology is a key component of our model. We will have a 1:1 laptop ratio (GPS will provide laptops for students' use) to ensure that students have the technical skills to compete in today's economy and so that they are able to complete their assignments. GPS will research and implement proven technology to provide adaptive instruction, practice, and assessment in a manner that is differentiated for each child (see curriculum charts on page 52-70 of the petition). In the later grades, computers will also be used as a tool for research, communication, and production. In addition to facilitating 21st century teaching and learning, technology is also a key component of data-driven instruction and will be used extensively in the goal setting-teach-assessment –data – reteach/relearn cycle. As students get older, they will be expected to develop technological proficiency in the areas of word processing, spreadsheets, slide presentation, online collaboration, and internet research within their core academic subjects. Students will use technology during Personalized Learning time.

As we discussed in the petition, GPS will explicitly teach the technology skills needed to be successful in PL and PBL. We will investigate ways we can use video conferencing in our curriculum, especially in project-based units, such as talking to a student in another country for a social science project, or talking to an expert in the field to learn more about a science topic. Students will use technology authentically as part of Project-Based Learning to create products, such as blogging, research, fieldwork or applications, presentations, and Web sites. We aim to infuse technology seamlessly throughout the curriculum, in many of the same ways that technology is now infused throughout our daily lives. We also are very aware and will be intentional about phasing in technology that is developmentally appropriate based on the age of the students. We will also be very thoughtful about ensuring that our students are doing hands on and engaging activities. We do not plan to have our students in front of computers all day, but plan to leverage them as tools to accelerate learning.

As technology, and in particular, educational technology, is continually evolving, we plan to regularly research new ways to integrate technology into curriculum and instruction as well as new tools and online curricula.

Curriculum and Standards:

- All students will learn the NETS standards for technology and Teach 901 (in the Concourse) will also partner with CHS to help with the curriculum.
- All students will have their own designated laptop that they will leave at the school. We will purchase a computer for each student enrolled. We will have a designated staff person to set-up and maintain computers.
- All students will have access to technology. Facilitators will work with students during small group time to ensure that ELs and special education students will have access to technology, as well as the proper accommodations and modifications identified in their PLP and IEP (as necessary). Depending on the program, EL students may be able to change the language of instruction or the language on the computer. Both EL students and special education students will be placed in small group instruction during PL time with a trained EL or special education teacher.

### **The Petition is not compliant with the Brown Act**

*The Petition states that the Charter School shall “[comply with the Ralph M. Brown Act.” (Appx. W.) The purpose of the Brown Act (Gov. Code, §§ 54590, et seq.), is to ensure that agencies take actions “openly and that their deliberations be conducted openly” and to ensure that the public remains informed about public affairs. (Gov. Code, § 54590.) However, the Petition presents numerous instances whereby the Charter School’s practices are inconsistent with the Brown Act.*

*Providing the members of the governing board, as well as the public, with notice of regular and special meetings is an essential requirement of the Brown Act. “Every notice for a special meeting shall provide an opportunity for members of the public to directly address the legislative body concerning any item that has been described in the notice for the meeting before or during consideration of that item.” (Gov. Code, § 54594.3, subd. (a).) The Petition does not ensure that members of the public receive proper notice under the Brown Act. In order to hold a special meeting consistent with the Brown Act, an agency must:*

*[D]eliver written notice to each member of the legislative body and to each local newspaper of general circulation and radio or television station requesting notice in writing and posting a notice on the local agency’s Internet Web site, if the local agency has one. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the time of the meeting as specified in the notice. (Emphasis added; Gov. Code, § 54596, subd. (a).)*

*The Petition does not ensure that notice of the Charter School Board’s meetings are actually received as required by the Brown Act. The Petition states that the Charter*

*School's Board may hold special meetings "only after twenty-four (24) hours-notice is given to the public. . ." (Appx. W.) However, the Petition defines its process for notice in a manner that is inconsistent with the Brown Act. The Petition states that, "Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid." (Id.) However, deeming notice received upon mailing is improper because it effectively defeats the purpose of a notice requirement. Simply dropping a written notice into the U.S. Mail, which may take 2-3 days for delivery, does not legally comply with the Brown Act regarding special meetings to take place within 24 hours.*

**GPS Response:** The Staff's finding is in error. Staff criticizes language from the GPS bylaws regarding the provision of notice for special meetings, which comes directly from the California Corporations Code:

"Any reference in this division to the time a notice is given or sent means, unless otherwise expressly provided, any of the following:

- a) The time a written notice by mail is deposited in the United States mails, postage prepaid.
- b) The time any other written notice, including facsimile, telegram, or electronic mail message, is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by the person giving the notice by electronic means, to the recipient.
- c) The time any oral notice is communicated, in person or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, or wireless, to the recipient, including the recipient's designated voice mailbox or address on the system, or to a person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient." (Cal. Corp. Code § 118.)

As a California nonprofit public benefit corporation, GPS has defined the manner of providing notice to Board members consistent with the Corporations Code.

We also point out the GPS charter and Bylaws include multiple assurances that GPS will comply with all requirements of the Brown Act - see Charter pages 7, 118 (three separate assurances), and 119; and nine separate assurances in Appendix W (Bylaws). As such, GPS will comply with all requirements of the Brown Act, including notice requirements for special meetings.

### **Requisite Signatures**



*Pursuant to Education Code section 47605, subdivision (a) (1), a charter petition may be submitted to the governing board of the school district for review only after either of the following conditions is met:*

*(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.*

*(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.*

*Petitioner submitted signatures from both parents and teachers pursuant to these requirements (Appx. C and D.) However, Staff have concerns regarding the accuracy, validity, and or qualifications of the signators and their submitted signatures. In an attempt to verify the signatures provided, the District placed telephone calls to every fourth name provided on the "Parent Signature" appendix. The District placed calls to a total of 88 of the 350 parents who signed the petition.<sup>2</sup> The results of the telephone survey are as follows:*

- Not a working number: 21 (24%)*
- No answer/3 attempts: 33 (38%)*
- Hung up: 2 (2%)*
- Not interested: 4 (4%)*
- Did not recall signing petition: 5 (6%)*
- Still interested, but no children of qualifying age: 14 (16%)*
- Signed petition for need of school only: 4 (4%)*

*Families with non-qualified children for 2017-18: 83 (94%)*

*Families with qualified children for 2017-18: 5 (6%)*

*\* (Number of qualified children – 6)*

*Family total: 88 (100%)*

*2 Utilizing 350 as the population size, contacting 76 families yields a 95% confidence level with a 10% margin of error as a representative sampling of the overall population.*

*Of the 88 families called, the District was only able to verify 5 families (6%) meaningfully interested in sending their child of qualifying age to the Charter School for the 2017-18 school year. Extrapolating 6% to the actual population size of 350 signatures yields a statistical result of approximately 21 interested families with children of qualifying age. Utilizing a ratio of 1 qualified student for every 14.66 families based on the sampling of 88 families yielding 6 qualified students, 350 families will statistically yield approximately 24 qualified students. The result is well below the projected enrollment of 112 for the 2017-18 school year, and well below the 66 signatures required per Education Code section 47605, subdivision (a) (1) (A), which raises questions about the sufficiency of parental support for the Charter School.*

**GPS Response:** There are no legal findings here, but we want to address some of the assumptions that were made, which do not comport with the Education Code. As noted in the staff report, GPS has met the threshold requirement for gathering the number of signatures required by state law in order to submit a charter petition to a school district. Staff, however, have inappropriately used our parent signatures to make enrollment assumptions; however, we would like to address this issue.

We submitted parent signatures to demonstrate community support. As we noted in the petition, these signatures represent a one-month period in April when we were gathering signatures. We submitted signatures of parents with very young children who have future interest in the school as well as parents with students currently entering first and second grade. Since we were not asked any questions about the signatures we submitted and were not able to explain what these signatures represented, we believe the method for spot checking is not accurate. Further, we do not agree with the numbers of interested parents produced by the district staff analysis.

We are confident based on the interest expressed by the Sacramento community over the last 4 months, that GPS will successfully recruit and enroll the first class with a waiting list. GPS leadership has successfully enrolled new schools in the past and will continue to do so in Sacramento.

*The District also placed calls to the 9 teachers that submitted signatures for the petition. Only 2 of the 9 were listed as cleared credentials, while 4 were listed as Preliminary and the other 3 as Intern. The results of the telephone survey are as follows:*

- No answer/3 attempts: 6
- Not able to teach at the school: 1
- Interested in teaching at the school: 2  
(1 Preliminary and 1 Intern)

*While the statutory requirements of Education Code section 47605, subdivision (a) (1) (B) are met for the first year of operation with 2 teacher signatures, the District is concerned with the teachers' experience and ability to meet the demands and expectations for high quality facilitators as cited on page 45.*

**GPS Response:** There are no legal findings here but we want to address some of the assumptions that were made as staff have inappropriately used our teacher signatures to make hiring assumptions. We plan to hire high quality teacher facilitators and are confident based on our record of finding top talent, we will hire 5 high quality teacher facilitators for our first year. Since these teacher signatures were gathered in one month

in April, we are confident that with a robust hiring strategy we will find strong and committed teachers to staff our school.

***B. The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements Set Forth in Education Code section 47605, Subdivisions (b)(5)(A-P).***

*The Petition serves as the Petitioner’s proposal for the Charter School’s establishment and operation. As such, the Petition must provide reasonably comprehensive descriptions of certain essential elements in its program and operations as required in Education Code section 47605, subdivisions (b)(5)(A-O). The following elements do not meet this standard due to incomplete or inadequate information, which in some instances contradict the requirements of the law:*

***The Petition Does Not Contain a Reasonably Comprehensive Description of the Educational Program***

*As noted above, the Petitioner presents a very general and vague description of the Charter School’s educational program without sufficiently developing and describing how the program will be implemented on a day to day basis. As detailed below, the Petition’s description of the proposed Charter School also fails to provide a clear and comprehensive description of other key aspects of the educational program.*

***Expeditions***

*According to the Petition, “approximately one Friday per month, and for approximately six weeks total through the year, students will participate in hands-on, real-world, experiential learning experiences that may also take place outside of the school walls.” (Petition p. 45.) Petitioner has termed this instruction “expeditions.” Petitioner does not provide a reasonably comprehensive description of key aspects of these expeditions, including but not limited to the following:*

*According to the Petition, these expeditions are “run in collaboration with community organizations and local business.” The Petition does not specify which business and organizations it will work with, how it will seek out these business and organizations, and what financial arrangements will be made, if any, with these business and organizations.*

*The Petition does not specify how the Charter School will ensure that all students are provided transportation, free of charge, to and from these off-campus expeditions.*



*The Petition does not specify how the Charter School will determine what expeditions are appropriate for each grade level. If a specific expedition has a cap on the number of students who can participate, then how will the Charter School determine which student is selected for that specific expedition?*

*In light of the fact that the Petition indicates that student expeditions will also serve as time for teacher professional development (Petition, p. 126), how will the Charter School staff the expeditions?*

*The Petition does not specify how the Charter School will ensure student safety during these expeditions.*

**GPS Response:** We understand the Expeditions is an innovative program and tried to account for that in our explanation. We hope this helps illuminate the program. The founding team is actively creating partnerships with local organizations for Expeditions. We have accounted for this in the budget. The team has reached out to and developed relationships with the below organizations, and plans to continue to forge partnerships with local organizations.

- ARTBEAST Studio
- Cordova Recreation and Park District
- Crocker Art Museum
- Rancho Cordova Library
- Rosemont Little League
- Rosemont Soccer Club
- Sacramento Children's Museum
- Safetyville
- SMUD
- Storybook Cottage
- Folsom Cordova Community Partnership

We expect that in years 1-3, our Expeditions program will be relatively small, but in later years, it will grow to offer more opportunities for students. We do not anticipate offering off campus Expeditions courses for the younger students, but will phase in when the students get older.

In the early years, we will likely keep expeditions on campus until the students get older and bring in expeditions teachers for art, dance, or technology.

We will work with facilitators to determine which Expeditions are appropriate for each grade level. We will also work with other schools who complete Expeditions such as Roots and the Achievement First Greenfield schools. Finally, we will work with

experienced partners who offer educational programming to multiple age levels. **Transitional Kindergarten**

*The Petition fails to provide a reasonably comprehensive description of the proposed transitional kindergarten (“TK”) program. According to the Petition, the Charter School “reserves the right to add a TK to its program,” “should funding of this program continue to be available and there is expressed community need.” (Petition, p, 25.) However, Petitioner fails*

*to provide any further insight into its potential TK program. For example, Petitioner fails to describe a targeted differentiated curriculum, policies and procedures for the identification and enrollment of students eligible for TK, and the staffing of the program. Additionally, Petitioner does not indicate the number of students expected to enroll in the TK program, should they decide to implement it, and the subsequent effect on 1st grade enrollment. Petitioner’s “Figure 1: GPS Enrollment” provides a Kindergarten enrollment of 56 students for each year of the proposed charter term (2017-2022). (Petition, p. 26.) However there is no indication of what percentage of these 56 students are expected to be enrolled in the TK program. For each succeeding year, the plan provides a first grade enrollment of 56 students, without any indication that they have taken the TK enrollment into account. (Id.) For example, should the TK program enroll 20 students in year one, 36 students will be in the kindergarten program. In year two, only those 36 students in the kindergarten program will matriculate to the first grade, leaving an additional 20 spots to be filled to reach the 56 first graders estimated in the enrollment roll-out plan.*

**GPS Response:** We do not plan to offer TK at this time. If we decide to pursue a TK program, we will keep the district apprised.

**Special Education** *A charter petition must set out a reasonably comprehensive description of the charter schools plan to serve special education students. This plan should assure the chartering authority that the Charter School understands its legal obligations to serve special education pupils. While the Petition contains broad statements as to the Petitioner’s understanding of the legal duties and responsibilities under both the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”), it does not fully address many key aspects of a comprehensive special education plan. (Petition, p. 78-92.) For example, the Petition does not include any language that suggests that the Charter School is familiar with its “child find” obligations and other processes under the IDEA or the California Education Code to identify students who may qualify for special education programs or services. While the Petition indicates “GPS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility...” it fails to demonstrate an understanding of what these*

*SELPA policies are, who is responsible for following them, and what specific and individual duties are required by Staff members and the Charter School as a whole.*

*In addition, Petitioner's proposed schedule relies heavily on online-based instruction, yet the Petition fails to discuss how it will ensure all students with disabilities will be able to continually access the online-based program. (Petition, p. 34.) For example, the Petition does not address how the Charter School will ensure that students with visual impairments will have equal access to the Charter School's computer-based content in compliance with state and federal law.*

**GPS Response:** The language quoted by the District appears on page 80 of the GPS Charter regarding GPS as a member of a SELPA. Because GPS is not a member of a SELPA currently, it does not further explain the procedures necessary for Child Find because it may vary from SELPA to SELPA. However, it is clear Charter School staff understand what those procedures might be, as they are outlined in the next section of the charter regarding remaining a school of the district for purposes of special education on pages 84-85, as follows:

- “Upon the commencement of the Charter School’s school year, all students may be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty may then convene the Student Study Team for that student.” Here, the Principal in collaboration with other faculty is identified as one staff member responsible for identifying students who may be eligible. These early identification procedures will include assessment data available for all students and the use of an SST process—common among school districts.
- “Students possibly in need of special education may be initially identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student’s progress or lack of progress within the general education program.” This language explains the kinds of data available to determine whether a child might need to be assessed.
- Thereafter, the Charter explains the SST process in more detail. These procedures are consistent with the SST procedures utilized by Sacramento City Schools. (See [http://www.scusd.edu/sites/main/files/file-attachments/special\\_education\\_procedural\\_handbook.pdf](http://www.scusd.edu/sites/main/files/file-attachments/special_education_procedural_handbook.pdf), p. 8.)
- In addition, review of enrollment information and student records will also be used to ensure compliance with “child find.” For example, once a student has applied and been accepted (through the lottery, as needed), GPS will provide an enrollment packet where parents can share more information about their child. Further, GPS will request records from the previous school to obtain records. All of this information can be used to identify students who may be at risk or in need of an assessment.

As this finding is based on inaccurate information and goes beyond the requirements of the law, it may not be used as a legal basis for denial of the GPS charter petition.

Finally, with regard to the online program concerning students with disabilities. GPS will provide students with disabilities the modifications, accommodations, and services required of them based on their IEPs.

### **English Language Learners**

*According to the California Department of Education, charter schools are subject to all federal requirements and specific state requirements established for English Language Learner (“ELL”) programs. Program reviews for charter school, just as for other public schools, are conducted under the State’s Categorical Program Monitoring Process. (See <http://www.cde.ca.gov/sp/cs/re/qandasec4mar04.asp#Q1>.) At a minimum, the Petition should identify specific assessments, a consistent curriculum, and a schedule for monitoring student progress in reaching English proficiency.*

*While the Petition provides a pro forma assurance that all state and Federal ELL compliance measures will be taken, Staff has concerns that the Petition does not provide a clear approach for implementing the excess of programs they propose. For example, in order to meet the needs of ELL students, the Charter School proposes to implement the following programs (1) Rethinking English Language Instruction: An Architectural Approach, (2) Specially Designed Academic Instruction in English (SDAIE), (3) Sheltered Instruction Observation Protocol, (SIOP), (4) Guided Language Acquisition Design (GLAD), (5) Results: Academic Language and Literacy Instruction (RALLI), and (6) Marzano’s Approach to Explicit Vocabulary Instruction. (Petition, p. 94.) However, not all of these approaches are complementary, and Staff has concerns with the implementation of this “mixed bag” of programs. In addition, some of these programs and approaches provide nearly identical services to students. Without a reasonably comprehensive description of how the Charter School will determine which program to use with each student, the District cannot adequately evaluate whether the Charter School can meet the needs of ELL students.*

### **Response:**

We will primarily use the Construction of Meaning Framework (An Architectural Approach) as structure for delivery of supports for EL’s. Within this framework there is dedicated time for content instruction and ELD for EL students. Teachers will use the SIOP lesson structure to design lessons and units which incorporates eight distinct components (lesson preparation, Interaction, Building Background, Practice and Application, Comprehensible Input, Lesson Delivery, Strategies, Review and Assessment) built into a lesson to support EL’s. The instructional strategies teachers will use through the lessons and in support of the SIOP components are: Sheltered strategies (which include GLAD, SDAIE, RALLI and Vocabulary instruction). All of these strategies are in alignment with research-based strategies to serve EL’s and will

be used by teachers as needed based on the particular goal in a lesson or of a SIOP component. We do not plan to duplicate efforts, but rather plan to personalize instruction for our ELs based upon their needs as determined by data.

Below is a summary of how our programs will be used to support our EL students.


<b>Strategy</b>	<b>Given to</b>	<b>Curriculum or Method</b>	<b>When</b>	<b>EL students are integrated into regular classroom?</b>
Balanced Literacy	All Students	See above	PBL, PL: Small groups for EL if necessary	Yes
Explicit Academic Language Teaching	All students	See above	PBL, PL	Yes
Personalized Learning	All Students	See above	PL time, based on CELDT level	Yes (although working independently)
Online Adaptive Instruction	All students	See above	PL: specific programs for EL students	Yes (although working independently)
Sheltered Instruction/SDAIE	All Students	See above	PBL	Yes
immersion	EL students	See above	Most of the day	Yes
Explicit ELD Instruction	EL students	Systematic ELD (Dutro)	Small Group Instruction (PL), based on CELDT level	No
Other EL Strategies (GLADD, etc.)	EL Students	See above	As Needed (PL or PBL)	Dependent

Constructing Meaning Framework



E.L. Achieve

**Blueprint for Serving English Learners throughout the School Day**




**Systematic ELD Instruction**

Systematic ELD is dedicated time and targeted instruction that provides:

- A solid English language foundation to fully engage in a range of academic and real life situations
- Instruction organized by English proficiency level that follows a continuum of linguistic skills
- An emphasis on oral and written language in rigorous and relevant tasks
- Ample opportunities for structured and purposeful interaction and collaboration

English Language Arts, Mathematics,  
History/Social Studies, Science, Art, and Technical Subjects



**Language Instruction for Content Learning**

Constructing Meaning is a process for teaching content that provides:

- Explicit instruction to support English learners in understanding and using the language necessary for grade-level work
- Accelerated instruction that emphasizes critical literacy skills and sophisticated academic language
- Tools for analyzing the linguistic demands of complex text and tasks
- Ample opportunities for structured and purposeful interaction and collaboration

### **Before and After School Programs**

*In addition to a traditional school year, Petitioners intend to offer before and after school programs for students that “need more time.” (Petition, p. 51.) However, the Petition provides no further detail about these before and after school programs. The Petition does not explain how many students will be enrolled, how many teachers will be needed to staff the programs, what days they will be offered, or how it has been budgeted.*

**GPS Response:** We are looking into partnering with non-profit organizations to provide programs but have not finalized the details. We will keep the district apprised as we learn more.

### **The Petition Does Not Contain Reasonably Comprehensive Description of Goals and Measurable Pupil Outcomes**

*A charter petition should, at minimum, include a description “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.” (Ed. Code § 47605 subd. (b)(5)(A)(ii).) In addition, a charter petition must include measurable student outcomes that describe the extent to which all students of the school will demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. When describing expected pupil outcomes, the Petition must, “...include outcomes that address increases in pupil academic achievement both*

*schoolwide and for all groups of pupils served by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*Petitioner acknowledges that the Petition does not include goals or measurable pupil outcomes that address increases in pupil achievement for each subgroup of pupils served by the Charter School. Petitioner provides, “[b]ecause GPS does not know what its numerically significant subgroups will be, all goals, actions and outcomes are designed to apply school wide and to all student subgroups.” (Petition, p. 103.) The fact that Petitioner does not know with certainty what its numerically significant subgroups will be is not sufficient reason to ignore the requirements of Education Code section 47605 subdivision (b)(5)(A&B). On pages 28-29 of the Petition, Petitioner provides both the racial demographics of Sacramento, as well as the racial demographics of the Rosemont area where the Charter School intends to locate if approved. Petitioner has the information to, at minimum, reasonably predict the likely pupil subgroups it would serve (i.e. English learners, socio-economically disadvantaged, etc.), and therefore should provide goals and measurable student outcomes that address increases in pupil academic achievement, for each apparent numerically significant subgroup to be served by the Charter School, as required by law.*

*Moreover, GPS does not demonstrate a comprehensive understanding of the California state testing requirements. Petitioner provides “GPS will utilize a comprehensive range of assessments to monitor pupil progress across grade level subjects and competencies, including state summative, diagnostic interim, and formative assessments.” (Petition p. 113.) Petitioner then provides, “GPS shall adhere to all state testing requirements,” and provides a list of the assessments to be administered. (Petition, p. 114.) The list provided demonstrates that the Petitioner does not have a comprehensive understanding of the assessments required by the state of California. For example students with severe cognitive disabilities would be administered the CAA. Furthermore, CMA is no longer used for ELA and math. Additionally, the Physical Fitness Tests are administered for students in the 5th and 7th grades rather than the 5th and 8th grades.*

**GPS Response:** The Staff’s finding goes far beyond the requirements of the law governing new charter petitions. As noted by Staff, the GPS charter states that it does not yet know with certainty which student subgroups will be considered “numerically significant” since GPS does not yet have students enrolled in the school. State law includes a very detailed definition of “numerically significant student subgroup,<sup>1</sup>” and it is

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<sup>1</sup> Education Code Section 52052(a)(3):

(A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score.

impossible at this early stage of the petitioning process to guess which students will constitute a numerically significant subgroup at GPS, considering its proposed small size compared to the District. GPS will comply with the applicable laws governing the LCAP; identify within the LCAP and annual update each year the numerically significant student subgroups that attend the charter school; and identify the goals, actions and annual outcomes both schoolwide and for all numerically significant student subgroups that align with the Eight State Priorities as required by Education Code Section 47606.5. Therefore, this finding should be rejected and may not be used as a legal basis for denial of the GPS charter petition.

Regarding the concern around state assessments, we apologize for the two small errors regarding the state assessment for students with severe cognitive disabilities and the physical education fitness test grade level year. We will correct these errors. We do not believe that these two small errors lead to a conclusion that we do not have a comprehensive understanding of the testing requirements for the state of California.

***The Petition Does Not Contain Reasonably Comprehensive Description of the Charter School's Governance***

*The Petition must include a reasonably comprehensive description of, “the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code, § 47605, subd. (b)(5)(D).) The Petitioner presents an unclear and contradictory governance structure. For example, the Petition and Board bylaws differ as to key aspects of the Charter School’s governing board:*

*How many directors may the board have? While the Petition provides the Board shall consist of “at least three (3) and no more than (9) directors...” (Petition, p. 117), the Bylaws provide the Board shall consist of “no less than 3 and no more than 15” directors (Appx X, p. 2).*

*How many directors will comprise the initial board? While the Petition provides the “initial Board of Directors shall comprise five (5) seats” (Petition, p. 117), the Bylaws provide the “initial Board of Directors shall be 7 seats” (Appx X, p. 2).*

*Will the terms of the initial board be staggered? While the Petition provides the terms of the initial Board of Directors will be staggered, with terms expiring in 2017, 2018, and 2019 (Petition, p. 117), the Bylaws provide that each initial board member will have his/her term expire at the same time in July 2019 (Appx X, p. 2).*

*The Charter School’s board is charged with governing the Charter School, and “shall be ultimately responsible for the operation and activities of the Charter School.” (Petition, p.*

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(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.



177) *Without a clear plan for board governance, Staff cannot be sure that the Charter School will be able to operate as proposed.*

**GPS Response:** The Staff's finding is based on inaccurate information, comparing the content of the GPS charter to a draft version of the GPS Bylaws that was included in the charter appendix. The final, adopted version of the GPS Bylaws, which was adopted by the GPS Board of Directors subsequent to the submission of the petition to the District, is entirely consistent with the content of Element D of the GPS charter (See final, adopted Bylaws, enclosed). Therefore, this finding is moot and may not be used as a legal basis for denial of the GPS charter petition.

**The Petition Does Not Contain Reasonably Comprehensive Description of the Health and Safety Procedures** *Petitioners are required to provide a comprehensive description of "procedures that the school will follow to ensure the health and safety of pupils and staff." (Ed. Code, § 47605, subd. (b)(5)(F).) The Petition does not provide a comprehensive description of all relevant aspects of the Charter School's health and safety procedures. For example, on page 129 of the Petition, the Petitioner briefly addresses their policies for emergency preparedness. In short, Petitioner relies on an "Emergency Preparedness Handbook" that will be "drafted for the school," however, the District did not receive the Handbook until June 24, 2016, only after District request. Regardless, the District's review of the*

*Handbook shows a less than comprehensive description of important aspects of any emergency preparedness plan, including but not limited to the Charter School's response to bomb threats and lockdown shooting incidents, suicide prevention, and staff training to ensure compliance with, and understanding of, the emergency preparedness plans.*

*In addition, the Petition does not contemplate or discuss other key aspects of its health and safety procedures, including but not limited to the inclusion of health care coverage options and enrollment assistance pursuant to Education Code section 49452.9.*

**GPS Response:** The Staff's finding goes far beyond the requirements of the law. Education Code Section 47605(b)(5)(F) requires the charter petition to include a "reasonably comprehensive description" of "[t]he procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." As such, the law does not require the level of detail expected in the Staff report, nor does it require a petitioner to include a complete Emergency Handbook with a charter petition. The GPS petitioners

offered a draft Emergency Handbook to Staff upon request, as a courtesy, and the Staff are now using it against GPS. We affirm that GPS' draft Emergency Handbook will be fully reviewed by GPS' risk management experts and insurance provider *after the charter has been approved and a facility is secured* so that the handbook may be tailored to GPS's specific site. Furthermore, other details such as employee health care options and enrollment assistance are *not* required to be included in the GPS charter, and will be provided to employees in the GPS Employee Handbook, employee contracts, etc. Accordingly, this finding may not be used as a legal basis for denial of the GPS charter petition.

### **The Petition Does Not Contain Reasonably Comprehensive Description of the Means to Achieve Racial and Ethnic Balance**

*As noted above, the Petitioner's recruitment strategies are not specifically tailored to the community in which it intends to recruit, and fails to identify how it will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District, in light of the fact that the Rosemont area is demographically different than the District as a whole.*

*Staff also has concerns with the Petitioner's outreach to, and recruitment of, students with disabilities. According to the U.S. Department of Education, Office for Civil Rights, charter schools should "recruit [students] from all segments of the community served by the school, including students with disabilities and students of all races, colors and national origins." (United States Department of Education's Office for Civil Rights, Applying Federal Civil Rights Laws to Public Charter Schools (May 2000), <<https://www2.ed.gov/offices/OCR/archives/pdf/charter.pdf>> [as of June 27, 2016], emphasis added.) However the Petition fails to include any discussion regarding how the Charter School intends to recruit students with disabilities.*

### **GPS Response:**

Please see our response above on pages 15-18

### **The Petition Does Not Contain a Reasonably Comprehensive Description of the Admissions Requirements**

*"If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing." (Ed. Code § 47605, subd. (d)(2)(B).) It is common practice for charter schools to provide for either exemptions, or weighted admissions for particular subsets of students. The Charter School's proposed public random drawing provides "preferences" as follows:*

- 1. Existing students (exempt from the lottery);*
- 2. Children of current GPS teachers and staff and founders of GPS;*

3. Siblings of currently enrolled students or graduates of GPS residing within the boundaries of the District;
  4. Siblings of currently enrolled students or graduates of GPS residing outside the boundaries of the District;
  5. Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where GPS is located;
  6. Students residing within the boundaries of the District; and
  7. All other students who wish to attend the charter school.
- (Petition, p. 133.)

However, the Petitioner fails to describe how the aforementioned preferences are actually implemented. Without a reasonably comprehensive description of how Petitioner intends to implement these lottery “preferences,” the District cannot adequately evaluate the Charter School’s admission requirements. It is also notable that “Children of current GPS teachers and staff and founders of GPS” are second in priority ahead of siblings of currently enrolled GPS students.

Additionally, upon admittance into the Charter School, all parents and guardians are expected to sign the “Commitment to Excellence,” agreement. (Petition, p. 134.) This agreement was not provided to the District in the Charter School’s Petition, and as a result the District cannot adequately evaluate it for compliance with District policy or the law.

Furthermore, pursuant to the Student and Parent Handbook , the Charter School “expect[s] parents to make their best effort to contribute at least 30 Community Hours per family each.” (Petition, p. 34.) The inclusion of the language is questionable and potentially violates California’s constitutional guarantee to a free public education. Although “the community hours” are not expressly mandatory, the tone of these statements in both the Student and Parent Handbook and the Charter Petition are likely to dissuade working parents from attempting to enroll their child in the Charter School because the service hour requirement appears less than voluntary.

**GPS Response:** GPS’ lottery preferences are listed in detail on page 133 of the charter petition; we are unclear what other information we could provide to help alleviate the Staff’s concerns. GPS’ list of lottery preferences comply with state law and are common amongst charter schools in California. We also note that the GPS charter is clear that the exact details of the lottery will be distributed prior to the drawing: “Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process at least two weeks prior to the public random drawing date.” (Charter, p. 133.)

If the District has more specific questions about our lottery procedures, we are happy to provide additional information.

The Staff also criticizes GPS for not including the Commitment to Excellence agreement. This finding goes far beyond the requirements of state law, as such materials are not a required component of a charter petition per Education Code Section 47605(b). GPS plans to develop the Commitment to Excellence agreement during its planning year, and will provide the District a copy upon request or as set forth in an MOU with the District.

Finally, the Staff expresses vague and unfounded concerns about parent volunteerism at GPS. As noted in the Staff report itself, GPS is very clear that the school encourages but does not require parents to volunteer at the school. We regret the Staff's insinuation that GPS is planning something untoward or illegal, as there are absolutely no facts present in the charter to draw such conclusions. As such, a finding based on conjecture may not be used as a legal basis for denial of the GPS charter petition and must be disregarded.

### **The Petition Does Not Contain a Reasonably Comprehensive Description of the Suspension and Expulsion Procedures**

*Pursuant to Education Code section 47605, subdivision (b)(5)(J), a charter petition must include "the procedures by which pupils can be suspended or expelled." Though not mandated by law, most charter schools adopt the suspension and expulsion policies enumerated in the Education Code. While Petitioner indicated that its suspension and expulsion procedures "closely mirrors the language of the Education Code Section 48900 et seq.," (Petition, p. 137) Staff is concerned that the Petition does not also adopt standards that would clearly and effectively distinguish a standard for suspension as opposed to expulsion. The Petition provides a list of twenty-four (24) offenses that are grounds for both the discretionary suspension and the discretionary expulsion of a student. (Petition, pp. 138, 142).*

*However, the Petition fails to provide guidance detailing how the Board will differentiate between a suspendable offense and an expellable offense. For example, if the Board determines that a student "caused, attempted to cause, or threatened to cause physical injury to another person," (Petition, pp. 138, 142) how will the Board determine whether suspension of the student or expulsion of the student is the proper punishment? For example, in order to differentiate between a suspendable and expellable offense (other than a mandatory expulsion offense under Education Code section 48915 (c)), traditional public schools look to see whether: (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) That due to the*

*nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.*

**GPS Response:** Here, the Staff's conclusion is inaccurate, as most charter schools do not follow all Education Code requirements in Section 48900 *et seq.* Instead, charter schools adopt their own suspension and expulsion policies, with the flexibility that allowed by the Education Code. Many charter schools have policies similar to the policy proposed by Growth Public Schools.

Regardless, as stated in the GPS charter petition, GPS' suspension and expulsion policy and procedures closely mirror the Education Code while also allowing GPS flexibility in key areas such as deciding a mandatory or discretionary expellable offense. Charter schools are not required to incorporate the secondary findings described in footnote 3 required of school districts. Administrators and Board members first determine whether the misconduct falls into one of the offenses within the policy. If so, administrators and Board members then rely on the evidence available about the misconduct and their professional judgement to determine whether particular misconduct merits suspension or expulsion.

As this finding goes beyond the requirements of state law as applicable to charter schools, it may not be used as a legal basis for denial of the GPS charter petition

### ***The Petition Does Not Contain a Reasonably Comprehensive Description of the Dispute Resolution Procedures***

*Education Code section 47605, subdivision (b)(5)(N) requires a petition to include "the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." However, the Petition's dispute resolution process goes beyond establishing a process to resolve conflicts, and instead attempts to impose requirements upon the District. For example, the Petition provides that during the dispute resolution process between the District and the Charter School "no parties will make public comment." (Petition p. 155.) The Petition is not a contract.<sup>4</sup> Any suggestion that the Petition somehow requires the District to refrain from making public comments is misguided.*

**GPS Response:** The Staff's finding is based on an incorrect understanding of the GPS charter petition, and goes beyond the requirements of the law. Regarding the overall dispute resolution procedures presented in the GPS charter, the petitioners were sincere in stating on page 155:

*"Growth Public Schools 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. Growth Public Schools is willing to consider changes to the process outlined below as suggested by the*



*District. Should any section of this element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.”*

The District incorrectly assumes that the charter petition is “attempting to impose requirements upon the District.” To the contrary, GPS encourages the District meet and collaborate with the petitioners over mutually agreeable dispute resolution procedures. GPSs welcomes input from the District in order to meet their concerns over Growth Public Schools’ proposed dispute resolutions procedures, including the District’s ability to make public comment during disputes. Such procedures can be addressed through a separate MOU with the petitioners. Accordingly, this finding may not be used as a legal basis for denial of the GPS charter petition.

### **Growth Public Schools Appendix I. Typical Day for a 1st grade Student: UPDATED**

The school opens at 7:30 am each morning. The student will arrive between 7:30 am and 8:15 am. Prior to the start of school the student can check his progression towards goals on his Personalized Learning Plan with an adult, peer, or individually. He can complete homework, utilize study spaces, work with peers or group work partners or meet individually with a teacher. **He may also eat breakfast.**

At 8:15 am the student will attend an All School Meeting (ASM) where the students are celebrating values and ensuring a positive launch to the day. **They may also do chants or community building activities led by facilitators.** During this time, they might discuss a mindset focus for the week or a social emotional learning (SEL) habit they are working on as a school community.

When there is not an ASM, he will be meeting with his Family Group which is comprised of approximately 12 students. During this time, he will have a personalized check-in with his mentor, which will inform content and instruction choices for the day and week.

Between 8:30 am and 9:45 am the student will engage in Project Based Learning (PBL). Depending what project the students are working on and what the student has in his Personalized Learning Plan, the student will be working through a project either individually or with a group. **The pod team, after soliciting input from students on their interests (both during PBL time and in their PLPs) has decided that the project will be on worms. The team has created a long-term plan aligned to competencies and standards. The week before the students read a book as a**



**class on worms. After deciding on an inquiry question with his team and help from the teacher (How do worms eat?), the student works on a worm science lab.**

At 9:45 am, he will go out for recess and then from 10:00 am to 11:30 am, he will work through another session of PBL. He remains in the same classroom all morning with a credentialed teacher and an assistant teacher with approximately 28 students in the classroom. During PBL, students are working on engaging inquiry-based projects individually or in groups. The facilitator role is to guide instruction, asks questions and ensure students are meeting their academic goals. **Based on the worm experiment from the morning, students will each do a short lab write up, based on a graphic organizer from the facilitator. Any student who does not finish during class will work on this during PL time. The facilitator first models the graphic organizer with the whole class. Once they complete this, they also work on math manipulatives related to the worm project.** When all components of the worm project is complete, they will present their projects to parents and community members in an exhibition type environment.

At 11:30 am, he will be dismissed for lunch, which will last until 12:15 pm. At this time, he will either do music, art, or physical activity class. He will finish this class at 1:00 pm.

At 1:00 pm, he will start his personalized learning time. Similar to Montessori Sustained Work Time, he will have 2 hours and 15 minutes to self-direct through different stations and educational technology. He will use his Personalized Learning Plan, which he has developed with the support of multiple adults, to determine how he uses his time. During this time, the facilitators and Habits of Success Coaches are guiding and observing students to support their decision making and ensuring they are working effectively to meet their goals. Other facilitators may be pulling students for remediation around literacy and math, or Habits of Success focus areas such as emotional self-management. Students are in larger rooms with a minimum of three facilitators supervising and other facilitators coming in to pull students based on their progress and their personalized plans and goals. **Today, based upon the PLP plans he discussed with his Family Group facilitator, he spends 30 minutes in a small group to work on his math goals. These are advanced students and they are receiving extension. The small group is based on his assessments on the online adaptive programs, the assessments he took at the start of the year, progress during previous small groups, and his work in math in PBL. The next 30 minutes he spends at a kitchen station doing dramatic play. During this time, the Habits of Success teacher may observe or may work with him. This same Habits of Success teacher checks in with him regularly during this time to make sure he is working towards his goals. The next 30 minutes are spent on ELA playlists on**

**the computer. For the next 30 minutes, he works in a small group with his Habits of Success teacher and they work on self-management skills. Finally, he spends the last 15 minutes in the Makerspace area.**

At 3:15 pm, he will meet with his Family Group and close the day with a circle reflection on the academic and SEL goals for the week either individually with his mentor or in a group activity.

The Friday schedule is a slightly different in that he will engage in an explicit SEL lesson for one hour with his Habits of Success teacher, have a longer PBL time or Expeditions time (depending on the Friday), and have a longer time for art, music, or physical activity. Finally, he will close the day with an ASM to end his week on a fun and celebratory note. **On this Friday, they spend the Habits of Success lesson in a circle check-in to talk about how their weeks are going to practice self-awareness and social awareness. They then break off into dyads to practice social and self-awareness and relationship skills. He then goes to an Expedition for 2 hours where they work on the school play. Finally, he goes to art class where he works on his painting. School closes with an All School Meeting where they do a community building activity.**

**Growth Public Schools  
K-8 Flagship Consolidated**

		16/17	17/18	18/19	19/20	20/21	21/22
	Percent students who attend on average day	0%	95%	95%	95%	95%	95%
	Percent students who qualify for free/reduced lunch	0%	60%	60%	60%	60%	60%
	Estimated ADA	-	106	160	210	257	303
	Students who qualify for free/reduced lunch	-	67	101	133	163	191
	Enrollment	-	112	168	221	271	319
<b>A/C</b>	<b>Account Name</b>						
<b>Charter Fund Revenue</b>							
	8012 Education Protection Account	-	21,280	31,920	41,990	51,490	60,610
	8015 Local Control Funding Formula	-	767,995	1,156,142	1,567,067	1,928,327	2,284,484
	8096 In Lieu of Property Taxes	-	170,134	255,200	335,710	411,663	484,577
	<b>Total Charter Fund Revenue</b>	-	959,409	1,443,263	1,944,767	2,391,480	2,829,671
<b>Federal Revenues</b>							
	8181 Special Education - IDEA	-	12,130	18,194	23,934	29,349	34,548
	8291 Title I, Basic Grants Low Income	-	27,579	41,368	54,419	66,731	78,551
	8292 Title II, A Teacher Quality	-	279	419	551	676	796
	8294 Title III, Limited English Proficiency	-	-	-	-	-	-
	Federal Nutrition Program		% of FRL				
		-	70,079	107,221	143,868	179,946	216,055
	<b>Total Federal</b>	-	110,067	167,203	222,773	276,702	329,949
<b>Other State Revenue</b>							
	8311 Special Education -AB602	-	44,369	66,553	87,549	107,357	126,372
	Mandate Block Grant	-	-	2,214	2,913	3,571	4,204
	8520 State Nutrition	-	-	-	-	-	-
	8560 State Lottery Revenue	-	-	25,057	32,962	40,420	47,579
	8590 Charter School Facility Grant Program SB740		\$	750			
		-	-	-	-	-	-
	<b>Total Other State Revenue</b>	-	44,369	93,824	123,424	151,348	178,155
<b>Other Local Revenue</b>							
	8634 Food Service Income	-	41,720	66,481	90,912	114,964	139,036
	8660 Interest Income	-	-	-	-	-	-
	8698 Grants - Startup Education	65,000	-	-	-	-	-
	8698 Grants - Silicon Schools	-	200,000				
	8698 Grants - New Schools Venture Fund	100,000	50,000				
	8699 Fundraising - Per Enrollment		100				
		-	11,200	16,800	22,100	27,100	31,900
		165,000	302,920	83,281	113,012	142,064	170,936
<b>Total Revenue</b>		165,000	1,416,764	1,787,572	2,403,976	2,961,594	3,508,711

**Growth Public Schools  
K-8 Flagship Consolidated**

	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>
1100 Teachers' Salaries	-	287,640	440,091	598,524	763,110	882,164
1200 SPED Teachers	-	47,940	48,899	74,815	89,030	103,784
1300 Certificated Supervisor and Administrator Salaries	90,000	91,800	93,636	175,100	259,783	364,346
1000 Certificated Salaries	90,000	427,380	582,626	848,439	1,111,923	1,350,294
2100 Instructional Aide Salaries	-	81,600	124,848	169,792	216,490	264,984
2400 Clerical/Technical/Office Staff Salaries	45,000	102,816	116,109	160,879	164,097	223,465
2900 Other Classified Salaries	-	15,300	15,606	15,918	32,472	41,403
2000 Non-Certificated Salaries	45,000	199,716	256,563	346,589	413,059	529,852
3111 Retirement STRS	2,700	12,821	17,479	25,453	33,358	40,509
3212 Retirement Non-Academics	1,350	5,991	7,697	10,398	12,392	15,896
3311 OASDI - Classified	2,790	12,382	15,907	21,489	25,610	32,851
3331 Medicare	1,958	9,093	12,168	17,328	22,112	27,262
3401 Health & Welfare	5,700	79,800	114,000	160,118	205,662	253,211
3501 State Unemployment Insurance	357	3,451	4,760	6,545	8,271	9,996
3601 Worker Compensation	2,565	11,915	15,945	22,706	28,975	35,723
3000 Employee Benefits	17,420	135,454	187,955	264,035	336,379	415,447
4110 Approved Textbooks	-	5,100	5,202	5,306	5,412	5,520
4210 Library Books	-	-	-	-	-	-
4310 All Student Materials	-	-	-	-	-	-
4310 Assessments	-	10,200	10,404	10,612	10,824	11,041
4350 Office Supplies	-	-	-	-	-	-
4370 Janitorial Supplies	-	-	-	-	-	-
4400 Non Capitalized Equipment	2,639	175,872	90,335	110,868	166,123	157,341
4700 Food Service	-	116,799	178,702	239,780	299,910	360,091
4000 Books & Supplies	2,639	307,971	284,643	366,567	482,270	533,993
5200 Travel and Conferences	-	10,200	10,404	10,612	10,824	22,082
5300 Dues and Memberships	180	5,651	6,450	7,535	8,627	9,760
5450 General Insurance	-	5,168	7,907	10,609	13,270	15,933
5500 Operations and Housekeeping	-	27,189	41,599	55,817	69,815	83,824
5610 Rent	-	-	-	-	-	-
5630 Repair	-	3,998	6,118	8,208	10,267	12,327
5812 Local Field Lessons	-	4,570	6,991	9,381	11,734	14,088
5820 Legal/Audit Fees	-	12,750	13,005	13,265	13,530	13,801
5821 Accounting Fees/Back Office	-	45,900	46,818	47,754	48,709	49,684
5850 Non-Instructional Consultants	20	102,031	70,452	75,000	79,507	84,052
5851 Instructional Consultants	-	41,820	59,220	79,909	98,902	114,824
5890 Bank Charges	-	245	250	255	260	265

**Growth Public Schools**  
**K-8 Flagship Consolidated**

	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>
5900 Communications	-	18,972	19,351	19,738	20,133	20,536
5000 Services and Other Operating Services	200	278,493	288,566	338,085	385,578	441,175
6900 Depreciation & Amortization/Capital Exp						
6000 Capital Outlay						
7299 District Oversight Fee	3%	-	28,782	43,298	58,343	71,744
7438 Interest Expense		-	609	475	342	208
7000 Contingency / Reserve	2.5%	3,881	33,725	40,009	54,093	68,230
7000 Other Outgo		3,881	62,508	83,916	112,911	140,316
Total Expenditures		159,140	1,411,522	1,684,269	2,276,626	2,869,525
Net Revenue/<Loss>		5,860	5,242	103,303	127,349	92,069
		-	-	-	-	-
Fund Balance						
Beginning		5,860	11,103	114,405	241,754	333,823
Net Income/<Loss>		5,860	5,242	103,303	92,069	71,083
Ending		5,860	11,103	114,405	241,754	333,823
						404,906

## GPS Student Recruitment Plan

Recruiting and enrolling a diverse and heterogeneous population is critical to the mission of GPS. This document seeks to provide clarity about our strategy and our plan.

GPS seeks to recruit and enroll a student body that strikes a representative balance the Rosemont neighborhood where the school will be located and of the broader Sacramento area (e.g. less white students than would be representative of the Rosemont population and a higher percentage of minority students).

### ROSEMONT 2013

White Alone	51.1%
Hispanic	19.6%
Asian Alone	13.1%
African American Alone	10.8%
Two or more races	5.1%
Other race alone	0.2%
Pacific Islander alone	0.1%
American Indian alone	0.0%

### SACRAMENTO 2013

White Alone	35.00%
Hispanic	26.80%
Asian Alone	18.10%
African American Alone	12.90%
Two or more races	5.00%
Other race alone	1.60%
Pacific Islander alone	0.30%
American Indian alone	0.30%

Source: [www.city-data.com](http://www.city-data.com)

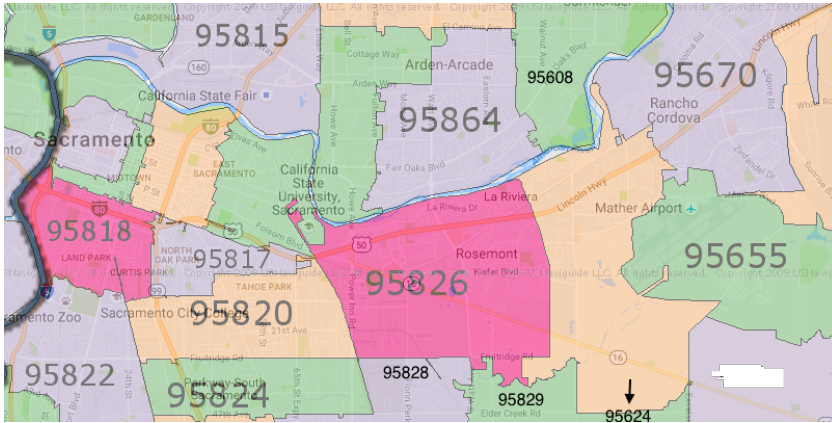
The school's central location in Rosemont and its proximity to Elk Grove, Folsom Cordova and San Juan school districts will enable GPS to attract students from surrounding communities. Specifically, we will recruit from the following elementary schools located in the zip codes surrounding Rosemont and with the racial diversity that GPS seeks to serve.

Local Districts*	White	Hispanic/Latino	Asian	African American	Two or More Races	Other	Total
EGUSD	30%	22%	24%	8%	10%	7%	6,922
FCUSD	35%	34%	7%	12%	8%	4%	3,150
SJUSD	69%	14%	7%	7%	1%	2%	3,007
SCUSD	15%	46%	15%	15%	6%	3%	1,6391

\*Represents Elementary School Students in Target Zip Codes Only

Source: California Longitudinal Pupil Achievement Data System (CALPADS)





1	Edna Batey	95624	EGUSD
2	Arthur C Butler	95624	
3	Raymond Case	95624	
4	Elk Grove	95624	
5	Ellen Feickert	95624	
6	Roy Herburger	95624	
7	James A McKee	95624	
8	Florence Markofer	95624	
9	Pleasant Grove	95624	
10	Mather Heights Elementary	95655	FCUSD
11	Cordova Gardens Elementary	95670	
12	Cordova Meadows Elementary	95670	
13	Cordova Villa Elementary	95670	
14	Navigator Elementary	95670	
15	Peter J Shields Elementary	95670	
16	Rancho Cordova Elementary	95670	
17	White Rock Elementary	95670	
18	Del Dayo	95608	SJUSD
19	Mary Deterding	95608	
20	Mission Ave	95608	
21	Mariemont	95864	
22	Sierra Oaks K8	95864	SCUSD
23	Golden Empire	95826	
24	New Joseph Bonnheim Community Charter	95822	
25	Tahoe	95820	
26	Bancroft	95826	
27	Earl Warren	95820	

***Below is clarifying information regarding our recruitment strategy that is supplemental to the thorough description that is provided in the charter petition.***

### **Community Communication and Notification**

*All recruitment materials and school communications will be provided in the languages necessary to effectively communicate with the Sacramento community which could include English, Spanish, Chinese, Hmong, Russian and Vietnamese.*

- We will place paid advertisements in local print media (including those targeted at specific large ethnic groups within Sacramento, Hmong, Vietnamese etc.). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
- We will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
- If the addresses are available for the Kindergarten students enrolled in the target schools and districts, we will mail post cards to each residence. The post card will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
- We will post fliers announcing recruitment events at various public facilities frequented by school aged students and families (YMCA's, Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc.)
- If allowed, we will place announcements in the parent newsletters or communication vehicles at all 28 target schools. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
- We will maintain a web-site that includes detailed information and updates on the school, recruitment, application process and deadline.

### **Recruitment Events 2017**

- GPS will host at least four Recruitment Open Houses\*. The schedule and location of the events in preparation for the 2017 opening is as follows:
  - Weeknight Events + Daytime Event on a Saturday in November, December, January and February. The location will be based on availability as our facility is TBD.
- Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to ask questions in a large group setting and on a more individual basis. Participants will be given an application for admission and extensive written explanation of the school and its programs.

- During the fall, GPS will host at least one educator information session. We will invite the administrators and elementary grade teachers from all target schools to attend this after school discussion hosted by representatives from the school.
- We will request to participate in any school information events hosted by our target districts when/if applicable.

\*Beginning in the 2018-2019 school year these Recruitment Open Houses will be held at the school. In the year prior, when there is no permanent location, the site of these events will be based on availability.

### **Recruitment Events 2018\*\***

- Beginning in October and concluding in April, GPS will host a small group tours and question and answer sessions for the parents of prospective students. The session will be facilitated by a student and a staff representative from the school. During the session participants will be given the written materials and application provided at the Open House. They will have an opportunity to observe our classes in session and ask individual questions.
- Beginning in January and concluding in April, we will host several student showcases. Prospective families will be invited to attend to interact with GPS students and ask questions about their experience at the schools.

\*\*These recruitment events will not begin until the 2018-2019 school year when the school is up and running.

## **Growth Public Schools Appendix I. Typical Day for a 1st grade Student: UPDATED**

The school opens at 7:30 am each morning. The student will arrive between 7:30 am and 8:15 am. Prior to the start of school the student can check his progression towards goals on his Personalized Learning Plan with an adult, peer, or individually. He can complete homework, utilize study spaces, work with peers or group work partners or meet individually with a teacher. **He may also eat breakfast.**

At 8:15 am the student will attend an All School Meeting (ASM) where the students are celebrating values and ensuring a positive launch to the day. **They may also do chants or community building activities led by facilitators.** During this time, they might discuss a mindset focus for the week or a social emotional learning (SEL) habit they are working on as a school community.

When there is not an ASM, he will be meeting with his Family Group which is comprised of approximately 12 students. During this time, he will have a personalized check-in with his mentor, which will inform content and instruction choices for the day and week.

Between 8:30 am and 9:45 am the student will engage in Project Based Learning (PBL). Depending what project the students are working on and what the student has in his Personalized Learning Plan, the student will be working through a project either individually or with a group. **The pod team, after soliciting input from students on their interests (both during PBL time and in their PLPs) has decided that the project will be on worms. The team has created a long-term plan aligned to competencies and standards. The week before the students read a book as a class on worms. After deciding on an inquiry question with his team and help from the teacher (How do worms eat?), the student works on a worm science lab.**

At 9:45 am, he will go out for recess and then from 10:00 am to 11:30 am, he will work through another session of PBL. He remains in the same classroom all morning with a credentialed teacher and an assistant teacher with approximately 28 students in the classroom. During PBL, students are working on engaging inquiry-based projects individually or in groups. The facilitator role is to guide instruction, asks questions and ensure students are meeting their academic goals. **Based on the worm experiment from the morning, students will each do a short lab write up, based on a graphic organizer from the facilitator. Any student who does not finish during class will work on this during PL time. The facilitator first models the graphic organizer with the whole class. Once they complete this, they also work on math manipulatives related to the worm project.** When all components of the worm project is complete, they will present their projects to parents and community members in an exhibition type environment.

At 11:30 am, he will be dismissed for lunch, which will last until 12:15 pm. At this time, he will either do music, art, or physical activity class. He will finish this class at 1:00 pm.

At 1:00 pm, he will start his personalized learning time. Similar to Montessori Sustained Work Time, he will have 2 hours and 15 minutes to self-direct through different stations and educational technology. He will use his Personalized Learning Plan, which he has developed with the support of multiple adults, to determine how he uses his time. During this time, the facilitators and Habits of Success Coaches are guiding and observing students to support their decision making and ensuring they are working effectively to meet their goals. Other facilitators may be pulling students for remediation around literacy and math, or Habits of Success focus areas such as emotional self-management. Students are in larger rooms with a minimum of three facilitators supervising and other facilitators coming in to pull students based on their progress and their personalized plans and goals. **Today, based upon the PLP plans he discussed with his Family Group facilitator, he spends 30 minutes in a small group to work on his math goals. These are advanced students and they are receiving extension. The small group is based on his assessments on the online adaptive programs, the assessments he took at the start of the year, progress during previous small groups, and his work in math in PBL. The next 30 minutes he spends at a kitchen station doing dramatic play. During this time, the Habits of Success teacher may observe or may work with him. This same Habits of Success teacher checks in with him regularly during this time to make sure he is working towards his goals. The next 30 minutes are spent on ELA playlists on the computer. For the next 30 minutes, he works in a small group with his Habits of Success teacher and they work on self-management skills. Finally, he spends the last 15 minutes in the Makerspace area.**

At 3:15 pm, he will meet with his Family Group and close the day with a circle reflection on the academic and SEL goals for the week either individually with his mentor or in a group activity.

The Friday schedule is a slightly different in that he will engage in an explicit SEL lesson for one hour with his Habits of Success teacher, have a longer PBL time or Expeditions time (depending on the Friday), and have a longer time for art, music, or physical activity. Finally, he will close the day with an ASM to end his week on a fun and celebratory note. **On this Friday, they spend the Habits of Success lesson in a circle check-in to talk about how their weeks are going to practice self-awareness and social awareness. They then break off into dyads to practice social and self-awareness and relationship skills. He then goes to an Expedition for 2 hours where they work on the school play. Finally, he goes to art class where he works on his painting. School closes with an All School Meeting where they do a community building activity.**



News

## The Schools of the Future

### **California's Summit Public Schools offer a personalized model of education that works.**

By David Osborne | Contributor Jan. 19, 2016, at 2:00 p.m.

The first time I visited a Summit Public School, in February 2014, I pulled up in front of a one-story building in an office park. I was sure I had the wrong address – but no, there was a sign. This was Summit Denali, in Sunnyvale, California.

Inside, my surprise deepened. All the students, then sixth graders, were in one big, open area. Most were working on their own, at laptops. A few were working with another student, or in hushed conversations with teachers. All their chairs, desks, tables and whiteboards were on wheels, so the space could be instantly reconfigured.

Diane Tavenner, Summit's co-founder and CEO, explained that she and her colleagues had spent two years piloting profound changes in their education process, and this year they had rolled out the new, personalized model in all seven of their Bay Area charter schools. "The industrial model is really driven by adults," she says. "Kids come in, they're told where to go, where to sit, what they're going to learn, when they're going to learn it. You're on the assembly line. We believe the next generation models are about the students being empowered to drive their own learning."

"Look at the economy: it's not about concrete knowledge, it's about higher order thinking skills, and the ability to perpetually learn and grow," she adds.

Summit focuses on four big things, she told me: cognitive skills, content knowledge, real-life experiences, and the "habits of success." Cognitive skills, such as problem-solving, effective communicating, creative thinking, writing and speaking, are taught in "project time," through investigations, laboratory experiments, seminars, papers and oral presentations. "Technology doesn't do this well," Tavenner says. "This is what high quality teaching does well, so this is where the teachers spend a lot of their time."



## ADVERTISING

But to carry out projects, students need a certain amount of knowledge. So they spend 16 hours a week – half at school, half at home or after school – in "personalized learning time." This is what I had witnessed at Denali: students using online resources Summit's teachers had put together.

Students worked at their own pace, and when they felt they had mastered a concept, they took a 10-question assessment. If they could answer eight of the questions correctly, they checked that off and moved on to the next topic.

To succeed in college and life, students would also need the "habits of success," Tavenner says – non-cognitive skills such as the ability to set a goal and meet it, to persevere, and to work with others. Summit teachers help them develop these qualities at all times, but particularly in "mentor time" and "community time." During the latter, up to 18 students gather with their mentor teacher for activities, discussions, celebrations and the like. These mentor groups are deliberately put together to maximize their diversity, and they stay together for the duration of middle or high school.

Teachers devote at least 200 hours a year to mentoring and coaching, while also serving as college counselors and family liaisons.

Finally, Tavenner says, "What sets kids up for success in college and life are a series of experiences" that change their perspectives. Affluent parents make sure their children get such life-altering experiences, whether it's at camp, through travel or through volunteer work. Poor parents have a tougher time doing that. So at Summit, kids spend eight weeks a year, in two-week chunks, doing "expeditions": visual and performing arts classes, internships, video productions, computer science or web design classes, volunteer work, even trips overseas. Our goal is for kids to have "at least one perspective-altering experience" during their time here, Tavenner says

I walked out that day feeling like I had glimpsed the future.

Tavenner founded Summit Prep Charter High School in 2003, in Redwood City, a working class city halfway between San Jose and San Francisco. Summit opened a second high school in 2009, also in Redwood City, and in 2011 followed with two high schools on the East Side of San Jose, a low-income area. Today it has seven schools in the Bay Area and two in Washington State, serving roughly 2,500 students in grades six through twelve.

Summit schools are deliberately heterogeneous: mixed by race and income and reflective of the demographics of their districts. Almost half the students are Hispanic, 20 percent are white, 11 percent are Asian, 6 percent are African-American, 7 percent are multiracial, 12 percent are English language learners, and 42 percent are low income (qualifying for a free or reduced-price lunch).

From the beginning, Summit outperformed its surrounding districts, on a budget of only \$7,000 per child. Over its first decade, 96 percent of its graduates were accepted to four-year colleges.

When their first class was four years out of high school, Tavenner and her colleagues began to contact as many alumni as they could, to see who had finished college. Over the next two years, they discovered that only about 55 percent were on track to graduate within six years. This was higher than the national graduation rate of about 42 percent – and much higher than the rate for Hispanics – but it felt like failure. "When I got that number, I felt like someone had punched me in the stomach," Tavenner says.

So they began interviewing every one of their graduates. They learned two big things. First, a third of their graduates had to take remedial classes in college, mostly in math – virtually a "death sentence" for their college hopes, based on national statistics. The Summit model had always been heavy on deeper learning, not rote fluency or filling knowledge gaps, Tavenner says, so they realized they had to tweak it.

In 2011-12, they piloted an intensive "blended learning" math program in ninth grade, in partnership with Khan Academy, at their two high schools in San Jose, and it worked. Students were more engaged; two-thirds achieved higher growth on NWEA MAP tests than the national norm; and the lowest performing students showed the fastest growth.

The second thing Summit learned was that by providing so much support for their students in high school, they had unwittingly left them without the self-reliance they would need in college. When students encountered hurdles, many lacked the skills or support network to overcome them, so they dropped out.

That insight, combined with the success of the blended learning pilot, brought an "aha" moment. Summit would have to reinvent its schools, so students would become "self-directed learners," ready to take responsibility for their own learning and persist through obstacles. "Literally everything had to change," Tavenner realized.

In May 2013 Summit hired its first full-time software engineer, and later that year Facebook founder Mark Zuckerberg visited. This led to a "secondment agreement," by which the company provided six engineers for free. They helped Summit develop a full-fledged, scalable Personalized Learning Platform, for all subjects.

Summit's teachers created a Common-Core aligned guide for each subject, with diagnostic assessments students take to see what they already know and what they still need to learn. For each topic, they put together an overview and a series of focus areas, with playlists students can choose from to learn the content – guided practice problems, presentations, videos and more. They created a pool of multiple-choice questions for the 10-question assessments students take to demonstrate they have mastered the content. By last June, Summit had more than 700 playlists, with associated assessments.

Each student has a Google Chromebook and a dashboard that shows where they are on each subject: topics they have mastered turn green, those they still need to master are red. They work on what they choose, at their own pace, using the playlist options that fit their learning style best. But their mentor teacher can always see where they are and nudge them if they're falling too far behind.

Summit added one more piece of personalized learning, because 60 percent of its students entered Summit behind grade level in reading. For 30 minutes a day, every student reads, using a program tailored to their skill level, or small group reading instruction for those more than three years behind. That proved so successful that last year Summit added 30 minutes a day of math practice.

But content knowledge is only 30 percent of a student's grade. The other 70 percent comes from some 200 different projects, designed to enhance students' cognitive skills. Ninth grade students use mathematical models to predict growth in the stock market; seventh graders design products to prevent heat exhaustion in athletes.

Last spring was the first time that California gave the Smarter Balanced standardized tests, aligned with the Common Core. While only one in three California students met or exceeded math standards, 43 percent of Summit students did. And while 44 percent met or exceeded English language arts and literacy standards in the state, 63 percent of Summit students did. Some 27 percent of California students pass at least one Advanced Placement exam, but 57 percent of Summit students do.

By 2015, 93 percent of Summit's entering freshmen graduated, about 10 percentage points higher than comparable school districts. Last spring 99 percent of Summit graduates were admitted to four-year colleges, and in San Jose, where seniors had experienced the personalized model for all four years, 100 percent were admitted to four-year colleges.

Because part of its mission is "to have a broader impact on public education in America," Summit makes all of its work, including the Personalized Learning Plan, available for free to all comers. Through its "Basecamp," 19 schools, two thirds of them traditional public schools, are adopting Summit's methods, and a second cohort will start this summer.

Read this article online at: <http://www.usnews.com/opinion/knowledge-bank/articles/2016-01-19/californias-summit-public-schools-are-the-schools-of-the-future>



A transformational  
vision for education  
in the US.

## WHO WE ARE AND WHY WE CAME TOGETHER

We are a group of educational practitioners, scholars, business people, parents, and advocates with an extraordinarily diverse set of backgrounds, positions, and perspectives. Collectively, we are engaged in blended learning, disruptive technology, deeper learning, connected learning, personalized learning, social and emotional learning, community schooling, out-of-school learning, teaching improvement, the teaching profession and its collective leadership, school choice, and more. We recognize, honor, and value the points of view of all of those engaged in the work of education: learners, teachers, parents, unions, businesses, charter schools, administrators, civic leaders, and education advocates and organizations.

We came together recognizing that we have strongly held and often divergent views on a number of current issues and controversies in public education. We were determined to create a vision of the future of education that could unite us and many others. We believe that it is time for a new conversation about education. Not only are we tired of the same recurring debates about what is wrong with today's education system and who is to blame for its inadequacies, but we also realize that no amount of tweaking or modifying the current, industrial-era system will fulfill our vision of all children learning and thriving to their full potential.

**SIMPLY PUT**, the current system was designed in a different era and structured for a different society. Our economy, society, and polity are increasingly at risk from an educational system that does not consistently prepare all children to succeed as adults and is least effective for the children facing the greatest social and economic challenges. Conversely, the Internet revolution has created a once-in-a-generation opportunity for new approaches to learning. Our growing recognition of the importance of skills and dispositions is also sparking a shift toward experiential learning. In short, we see both an imperative for transformation and many promising avenues for re-envisioning the learning experience.

In order to envision something new, we engaged in a challenging, dialogic process to reimagine learning. Working with highly skilled facilitators, we met for six two-day meetings over an 18-month period, from April 2013 until October 2014. At the start of this process, we were a collection of individuals on a battlefield, fighting, often against each other, for our own answers to the problems of the current education system. Through this process, we discovered that each of us, to a person, shares a fundamental commitment for all children to learn and thrive regardless of their circumstances.

United in this commitment, we worked together to reimagine education for all children. We grappled with hard questions about the outcomes we want for all learners, the learning environments that could foster those outcomes, and the systems and structures necessary to create those environments. While we knew a reimaged education system would not be a panacea for poverty and the other forms of systemic disadvantage facing our learners, we challenged ourselves to envision a system designed to meet all learners where they are and allow each to reach his or her full potential. We contended with the diversity of challenges that learners entering the education system have. We understand that education alone cannot correct social and economic inequities; we believe it will contribute greatly to mitigating their impact.

Emerging from this process, we stand united behind a vision for a new future of learning. In this future, the education system is structured with the learner at its center. Learners seek mastery not only of core knowledge but also of skills and dispositions that promote lifelong success. Learning experiences are intentionally designed to support, challenge, engage, and excite all learners. To realize this vision for all children, incremental change is not sufficient. It is time to transform education.

This document is designed to catalyze a new national conversation about education transformation and to become a rallying point for a network of pioneers who are already or would like to be working along similar lines. It puts forward a vision for the future of learning but does not provide a one-size-fits-all answer for how to get there. Instead, it stands as an invitation and challenge to engage in the next set of conversations about how this vision could manifest itself in the diversity of communities across the country.

## OUR COMMITMENT: TRANSFORMING EDUCATION

We are committed to transforming education so that all children experience great learning.

We envision a learner-centered system in which all children thrive, are able to deeply engage in their own communities, their nation, and the global community, and are prepared and excited for their future. We are committed to what we believe is a widely held view of the purpose of education:

**To enable all children to fulfill their full potential as empowered individuals, constructive members of their communities, productive participants in the economy, and engaged citizens of the US and the world.**

We also share the widely held belief that education is vitally important to the health and well-being of individuals and society and, therefore, exists as a public responsibility. The investments we make in children are investments in our communities, our country, and the world.

Because the current system was designed nearly 100 years ago for a different society and economy, it can no longer deliver on the purpose to which we are committed, nor can it provide the individual and public benefits that we seek. Our vision offers a new set of lenses that brings into focus both the limits of the current system and the possibilities offered by a fundamentally different, learner-centered system.

With these lenses, we recognize and are ready to answer the growing call from learners, parents, educators, communities, and national leaders for a reimaged way to educate children. Our



vision will engage and support those pioneers already experimenting with ways to develop learner-centered education, elevating their work from the sea of reform efforts. It will also provide a rallying point for new innovators and supporters who see the potential for a shift in paradigms and want to join this emerging network.

## THE CHALLENGE: AN INDUSTRIAL-ERA SYSTEM IN THE 21ST CENTURY

The American public education system arguably served the majority of learners well for much of the 20th century, providing core knowledge and basic skills to millions and facilitating transitions from rural to urban life; from other countries to the US; and from a lower- to a higher-skilled workforce. We have inherited this system, which is based on a standardized, “factory” model. Teachers are given an age-group cohort of children at the beginning of each school year, a standardized curriculum, and a matching set of assessments. Despite teachers’ best efforts to individualize along lines of difference, opportunities to tailor the content, pace, and method of instruction are limited. Students are expected to work with their assigned material and move along with their age cohort as the years pass. Grading and other assessment tools are designed primarily to assess the results of learning, rather than to improve learning as it happens.

Though there are some benefits to this model, there are also significant and increasing costs. Many students are ushered on despite an insufficient and limited understanding of the content and inadequate maturation, leaving them with serious gaps in their ability to learn at the next level. Others, whose pace in certain areas exceeds that of their peers, are often denied the opportunity to explore beyond the grade’s standardized curriculum.

Moreover, most students’ formal learning experiences are confined within school walls and devoid of enriched and diverse opportunities that would be available in their communities and through online resources. Those with resources can supplement their education with “extra-curricular” activities and are, thus, better positioned for success. Those who cannot are often left underprepared. Coupled with persistent poverty and other forms of disadvantage, the current system produces increasingly unequal outcomes.

While this factory-school model remains in place, the world is changing. The demographics of the nation’s population have been shifting dramatically in the past fifty years, placing growing demands on the education system. Young adults emerging from the system are being asked to contribute to and function within an increasingly globalized society and workforce. Collaborative norms are emerging as businesses, governments, and individuals are networking across borders. Employers are calling for employees who are not only able to demonstrate high-level writing and communication skills, but also the capacity and creativity to adapt and contribute as the demands of their jobs fluctuate. Similarly, with the unprecedented and exponentially expanding access to content and information, success no longer demands traditional memorization and rote learning of content but, instead, requires the ability to absorb, analyze, and apply content. The future begs for individuals ready and eager to grapple with and solve the problems of today and tomorrow.

We believe that the current system’s one-to-many approach to teaching, standardized curriculum, age-based cohorts, and classroom-contained instruction are all limitations on our children’s opportunities to learn and thrive in this changing world. Too often these system components leave teachers exhausted, parents frustrated, and children uninspired. We see that it is not enough to continually measure, tweak, and improve the system bit by bit. Such adjustments will not ultimately produce the results we want because they iterate a system fundamentally structured for standardization. In order to fulfill the purpose of education for all children and create extraordinary learning for each and every child, our system must be entirely transformed.

## THE FUTURE: A LEARNER-CENTERED PARADIGM

To contextualize the transformation of education, we see a paradigm shift—from the Industrial Age’s school-centric paradigm to a new learner-centered, network-era paradigm. The learner-centered paradigm for learning functions like a pair of lenses that offers a new way to look at, think about, talk about, and act on education. It constitutes a shift of perspective that places every learner at its center, structures the system to build appropriate supports around him or her, and acknowledges the need to adapt and alter to meet the needs of all children.

The learner-centered paradigm changes our very view of learners themselves. Learners are seen and known as wondrous, curious individuals with vast capabilities and limitless potential. This paradigm recognizes that learning is a lifelong pursuit and that our natural excitement and eagerness to discover and learn should be fostered throughout our lives, particularly in our earliest years. Thus, in this paradigm, learners are active participants in their learning as they gradually become owners of it, and learning itself is seen as an engaging and exciting process. Each child’s interests, passions, dreams, skills, and needs shape his or her learning experience and drive the commitments and actions of the adults and communities supporting him or her.

The chart below highlights some of the key contrasts between the current paradigm and the new one that we envision.

ASPECT	CURRENT PARADIGM	LEARNER-CENTERED PARADIGM
<b>World View</b>	<b>INDUSTRIAL AGE</b>	<b>NETWORKED AGE</b>
<b>Frame of Reference</b>	Factories and Assembly Lines	Networks and Lateral Connections
<b>Model</b>	<b>SCHOOL-CENTRIC :</b> All components of the system are designed for efficiency of education delivery in the context of standardized schools	<b>LEARNER-CENTRIC:</b> All components are designed for the education experience to be adaptable to the needs and potential of each learner and supports the highest possible outcomes for each and every learner
<b>Model Components</b>	<ul style="list-style-type: none"> <li>Standardized age cohorts</li> <li>Linear curricula divided into subjects</li> <li>Education factories called “schools”</li> <li>Learning experiences designed to impart knowledge in long-established categories</li> </ul>	<ul style="list-style-type: none"> <li>Personalized learning that is competency-based and has a wide range of learning environments and adult roles</li> <li>Learning experiences enable learners to develop their knowledge, skills, and dispositions in a relevant and contextualized manner</li> <li>Learners are embedded in a network of stable and supportive relationships with adults and are encouraged to learn through self-directed discovery, with their peers, and with the guidance of adults</li> </ul>

The time is ripe for this transformation. We are ready for a system that both harnesses today’s potential and has the capacity to adapt rapidly to the inevitable changes and advances of tomorrow. We live in a time of rapid innovation and ever-expanding possibilities. We know more about how children learn and what effective instruction looks like, and we have new under-

standings of how the brain works. Similarly, the emerging science of effective instruction offers new opportunities to facilitate engaging, dynamic learning that recognizes the rich diversity of learning styles and backgrounds present in our country. Advances in technology facilitate learning in ways never before imagined. Global networks and relationships abound. Furthermore, experimentation with how to transform the current system to a learner-centered one has already begun.

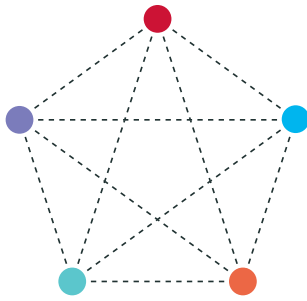
## THE DESIGN: LEARNING DOMAINS AND ELEMENTS OF THE LEARNING EXPERIENCE

For the next generation of learners to succeed and thrive, their learning experiences must facilitate their development in three primary domains: knowledge, skills, and dispositions. The below chart includes our description of each of these domains and a set of examples adapted from the work of the Council of Chief State School Officers.

KNOWLEDGE	SKILLS	DISPOSITIONS
<b>The theoretical or practical understanding of someone or something.</b>	<b>The capacities and strategies that enable learners to apply knowledge to novel situations, engage in higher order thinking, problem solve, collaborate, communicate effectively, and plan for the future.</b>	<b>The behaviors and ways of being that contribute to learners fulfilling their full potential.</b>
<ul style="list-style-type: none"> <li>• World class standards</li> <li>• Career and technical education</li> <li>• Other content areas and essential literacies</li> <li>• Global competence</li> <li>• Applied knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to learn</li> <li>• Time/goal management</li> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Working collaboratively</li> <li>• Communicating effectively</li> <li>• Metacognition</li> <li>• Self/social awareness and empathy</li> <li>• Creativity &amp; innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Agency (self-efficacy)</li> <li>• Curiosity</li> <li>• Initiative</li> <li>• Resilience</li> <li>• Adaptability</li> <li>• Persistence</li> <li>• Leadership</li> <li>• Ethical behavior and civic responsibility</li> <li>• Self-control</li> </ul>

There is evidence that this triad of domains can be mutually reinforcing. Deep engagement with disciplinary knowledge builds and develops learners’ skills—such as communication, collaboration, creativity, problem solving, metacognition, and critical thinking—and dispositions—such as resilience, curiosity, resourcefulness, persistence, and adaptability. Strong skills and dispositions can then allow learners to broaden and deepen their knowledge, driven by their own interests and motivations, as well as by agreed standards for competency in these domains.

To ensure development in these three domains for all learners, we envision learning experiences characterized by the following five interrelated elements. Taken together, they form our new design for learning:



**COMPETENCY-BASED**

**PERSONALIZED, RELEVANT & CONTEXTUALIZED**

**LEARNER AGENCY**

**SOCIALLY EMBEDDED**

**OPEN-WALLED**

These five elements are not meant to serve as a blueprint for a rigid model to be implemented everywhere. Instead, they serve as a “North Star” to guide innovation. They do not create a single roadmap that can be followed the same way in every learning community. Realizing new designs will be an iterative process; much experimentation will be necessary to discover ways that these five elements can work together and reinforce one another to create excellent learning experiences for all children, regardless of their circumstances.

**COMPETENCY-BASED** learning is an alternative to age- or grade-based learning. In competency-based learning, each learner works toward competency and strives for mastery in defined domains of knowledge, skills, and dispositions. Learners’ trajectories toward mastery are guided and managed, rather than placing the emphasis on their achievement of specific benchmarks in a fixed amount of time. Competency-based learning recognizes that all learners are unique and that different learners progress at different paces. It allows the system structure to support variation of learning speeds in accordance with each learner’s specific challenges and needs. Assessments, both formative and summative, are utilized on a continuous basis to inform the learning and instructional strategy for each learner. Additional resources are provided to learners who need help to accelerate the pace of competency development.

**PERSONALIZED, RELEVANT, AND CONTEXTUALIZED** learning is an approach that uses such factors as the learner’s own passions, strengths, needs, family, culture, and community as fuel for the development of knowledge, skills, and dispositions. Learning experiences are leveraged to bridge gaps and meet learning challenges; designed to expand interests, opportunities, and perspectives; and responsive to learners’ passions. At the same time, they are rooted in real-world contexts and empower the learner to demonstrate his or her learning in a variety of authentic ways and settings. Personalized, relevant, and contextualized learning also acknowledges that different learners face different challenges to learning, whether in health, safety, economic situation, emotional wellbeing, social interactions, or competency development. Those challenges are both identified and addressed so that the learner is adequately supported, thus ensuring that his or her current life situation does not constrain the breadth or depth of learning.

Learning that is characterized by **LEARNER AGENCY** recognizes learners as active participants in their own learning and engages them in the design of their experiences and the realization of their learning outcomes in ways appropriate for their developmental level. As such, learners have choice and voice in their educational experiences as they progress through competencies. Harnessing his or her own intrinsic motivation to learn, each learner strives to ultimately take full ownership of his or her own learning.

**SOCIALLY EMBEDDED** learning is rooted in meaningful relationships with family, peers, qualified adults, and community members and is grounded in community and social interaction. It values face-to-face contact, as well as opportunities to connect virtually, and recognizes the significance of establishing continuity in children’s lives through the development of stable relationships. Independent exploration and practice; collaborative group work; structured, intentional instruction; and structured and cooperative play, among other experiences, are integrated to develop learners’ competencies. Both peers and adults are recognized as integral partners in learning, and learners are encouraged to interact with those developing at differ-

ent competency rates, from different backgrounds, and with different interests. Furthermore, socially embedded learning catalyzes and structures partnerships with families, community-based employers, civic organizations, and other entities that can foster learning.

**OPEN-WALLED** learning acknowledges that learning happens at many times and in many places and intentionally leverages its expansive nature in the learner's development of competencies. It creates and takes full advantage of opportunities in a variety of communities, settings, times, and formats. All learning experiences, whether highly structured or exploratory and experiential, are valued, encouraged, and integrated into the learner's journey. These experiences may be in-person, virtual, or blended. Play, recreation, technology-enabled experiences, community-based work, and service opportunities, for instance, are all recognized as legitimate vehicles for learning. While opening learning to a myriad of settings, open-walled learning also provides learners with a physical space in which to socialize, collaborate, and learn with peers and adults. Where a particular community possesses relatively few educational resources, they are supplemented to provide learners with authentic, rich, and diverse learning opportunities.

## COMPONENTS OF THE EDUCATION SYSTEM: LEARNER-CENTERED IMPLEMENTATION

In order to fully realize a reimagined learning environment, the future education system will need several core components. Local communities and other constituencies will need to experiment with those components to discover how they can be implemented together to best support each and every learner. Thus, the expression of the five elements of great learning will vary across the nation according to the needs and resources of the learners and their communities. Components include the following:

In the new vision, **AGREED DOMAINS AND STANDARDS FOR KNOWLEDGE, SKILLS, AND DISPOSITIONS** are established to guide learning. Learning outcomes are defined in terms of mastery across all three of these domains. Education stakeholders jointly own the standards and have a clear vision of what mastery looks like. Educators create learning experiences and assessments that develop and track mastery in all three of these domains.

**ADULTS IN THE SYSTEM** hold diversified and specialized roles to facilitate and guide learning in formal and informal learning environments, virtually, at home, and in the community. These reimagined roles for professional educators, in particular, take advantage of the emerging science around effective instructional practice, ensuring that educators are themselves equipped with the knowledge, skills, and dispositions to guide, instruct, encourage, and support learners. Deep expertise in pedagogy and child development is valued, as well as expertise in a particular discipline, body of knowledge, or skill set. Educators, both individually and collectively, are empowered to take leadership responsibilities along with other key stakeholders (e.g. families, communities, employers, social service agencies), while opportunities for professional development continue to support them in their own growth. The institutions that prepare, support, and elevate professional educators are transformed to serve them in their reimagined roles.

Furthermore, the reimagined roles for adults in the system offer families, businesses, social service agencies, community groups and members, and other interested parties the opportunity to play meaningful roles in the system. Creating coordinated and networked teams, which include all of these varied roles, provides learners with the supports necessary to ensure that they achieve competency and mastery in agreed domains.

**TECHNOLOGY** enables reimagined learning to happen for all learners, as it increases accessibility and reduces costs. Technology integrates diverse sources of learning experiences, embeds assessment seamlessly into learning, helps provide adaptable and personalized learning

pathways, and enables coordination among networks of learners and adults. Technology supports learning in diverse settings and times, helping to make it adaptable to the learner. With the assistance of technology, adults in the system have expanded opportunities to develop meaningful relationships with learners and to guide, facilitate, and encourage their learning.

**ASSESSMENTS** are aligned with critical knowledge, skills, and dispositions to guide each learner towards mastery of agreed upon competencies. There are three primary types of assessment:

<p>Assessment <b>OF</b> LEARNING is summative and performance based.</p>	<p>Used this way, <b>assessment judges results</b> against established standards and benchmarks. This most traditional use of assessment can reveal how the learner and the system are performing over time.</p>
<p>Assessment <b>FOR</b> LEARNING is formative, real-time, and diagnostic.</p>	<p>Used this way, <b>assessment provides immediate feedback</b> both to the learner and to adults on developing knowledge, skills, and dispositions while learning is actually happening.</p>
<p>Assessment <b>AS</b> LEARNING is self-examination by the learner.</p>	<p>Used this way, <b>assessment supports the development of metacognition</b>, the understanding of how learners learn and who the learners know themselves to be. This use of assessment provides the kind of self-awareness needed to become a better learner and to develop higher-order skills and dispositions.</p>

In the new paradigm, assessment “for” and “as” learning are the predominant types employed. Assessments help learners and adults identify progress and challenges and tailor strategies and pathways towards mastery. Assessments are embedded in the learning experience and provide opportunities to demonstrate mastery through performance-based tasks and in real-world settings.

Like assessments, **DATA** is employed to further children on their learning journeys, to support their understanding of their own learning, and to provide information on their progress to adults in the system. The amount and type of data shared is tailored to protect the child’s privacy and wellbeing. The data systems and data privacy protections used in other sectors, such as health-care, serve as particularly useful models in the arena of education data.

**REIMAGINED SPACES FOR LEARNING**, whether they are in education centers, libraries, museums, community centers, or other locations, provide learners and the supporting adults with a physical space to gather, play, socialize, and learn. They give learners the opportunity to engage with each other, their educators, their families, and community members seeking to support their growth. Reimagining the way these spaces are organized and where they are located provides opportunities to integrate learning experiences for children into the community. They bring health and social services and community-based activities more directly into the daily fabric of learning, when needed. Learning spaces also offer appropriate custodial care to learners, particularly younger ones.

**A COORDINATED NETWORK OF INSTITUTIONS, ORGANIZATIONS, AGENCIES, ASSOCIATIONS AND FEDERATIONS, AND BUSINESSES** offers open-walled, relevant, and contextualized learning resources and opportunities to learners and creates avenues for learners to be involved in and engage with the community. Additionally, this network promotes collaboration and communication amongst entities working to support learners’ health, nutrition, safety, and wellbeing.

**RESOURCE ALLOCATIONS** focus on ensuring that every learner has adequate support, spaces, resources, and tools to meet their needs and best support their learning experiences. The focus on each learner’s progress along competency domains drives more resources to those learners who have stalled in their progress in particular competency areas or those who have started behind their peers. Financial resources will be applied and integrated in ways that support the whole child, ensuring that each child has access to and receives the necessary educational, social, emotional, and health supports and services, regardless of economic circumstances.

We affirm that education is a public good and, therefore, exists as a public responsibility that society has to each of its members. Given its vital importance, both public and private investment in education are essential and will be used to move the system into the learner-centered paradigm.

In addition to experimentation with these core system components, we recognize the need to innovate and create systems of funding, governance, and quality assurance consistent with the vision, as well as the need to develop supportive public policies.

The chart below juxtaposes some of the model components of the current paradigm with those of the learner-centered one.

MODEL COMPONENT	CURRENT PARADIGM	LEARNER-CENTERED PARADIGM
<b>Organization of learners</b>	Organized in age cohorts	Learners learn individually and in diverse and shifting groups consistent with their developmental, social, and competency needs
<b>Curricula</b>	Standardized linear curricula divided into subjects	Relevant, contextualized curricula organized by competency
<b>Learner goals / Progress indicators</b>	Required credit hours and seat time	Development of competency in agreed domains of knowledge, skills, and dispositions in timeframes appropriate to each learner
<b>Role of learners</b>	Passive vessel to be filled	Active co-creators of their learning and development
<b>Role of adults</b>	Individual teachers expected to serve as content deliverers, curriculum developers, data assessors	Network of qualified adults facilitating learning and development
<b>Technology</b>	One-to-many communication tools (e.g. books, white boards, projectors)	One-to-one, one-to-many, many-to-many communication, networking, diagnostic, and content delivery tools
<b>Assessment</b>	Primarily “of” learning	Intentional assessment “for, as, and of” learning
<b>Resource Allocation</b>	Place- and formula-based funding uncorrelated with individual children’s needs	Financial resources applied and integrated to support the whole child
<b>Location</b>	Localized in a school building	Learning occurs at many times, in many places, and through many formats; a physical space is established for learners and adults to gather, socialize, and learn
<b>Meeting learner’s needs</b>	Differentiation of the standard model to meet learners’ needs	Personalization for each and every learner



## CREATING A NETWORK OF PIONEERS IN EDUCATIONAL TRANSFORMATION: AN INVITATION AND A CHALLENGE

Learner-centered education is an idea whose time has come. There is a growing hunger from education leaders, families, students, and communities for an entirely new way to educate children, for a reimagined way to foster thriving, highly engaged learners. They are seeking something transformational. Across the country, many communities and states are ready for a new vision and a fresh conversation.

We recognize the many efforts and leaders already actively seeking to transform the system into a truly learner-centered one. There is no shortage of pioneers experimenting with transformational ideas and practices. This is a realm populated by districts, states, unions, civic leaders, businesses, foundations, non-profits, universities, and individuals all starting from different access points and digging deep in different aspects of the vision. In partnership with these innovators, we seek to build a national, cross-sector network of people and organizations that are consciously and collaboratively experimenting within the new paradigm. This network will:

- Support, recognize, deepen, and learn from current experiments already innovating with one or more of the elements to create learner-centered environments for children
- Catalyze new experiments to explore how the design elements and system components of this vision can work across the full diversity of our country's communities
- Clear structural obstacles, such as seat-time requirements, to allow for local experimentation with the support of district and state actors
- Change the public narrative from one of fixing the current system to one about how to make extraordinary learner-centered learning available to each and every child

This emerging vision offers a North Star toward which to aspire, a language that creates the space of learner-centered learning, and the means to distinguish transformational efforts from those of reform. We invite those excited and interested to join us to engage deeply on the questions still to be answered and explore how this vision might manifest across the nation.

We are committed to accelerating a cultural tipping point where new norms of learner-centered learning will shift the nation to the realization that the current system cannot fulfill on the purpose of education for all kids and that we must, therefore, work together to create a re-imagined model for learning. With communities across the nation working to transform the old school-centric system to a new learner-centered one, we see the potential for a society of thriving learners, engaged parents, and inspired educators.



**Education Reimagined** seeks to accelerate the growth of the movement dedicated to transforming education in America by connecting, amplifying, and empowering pioneers and contributing to a new public conversation. We invite those excited and interested by the possibility of learner-centered education to discover more, join a growing movement, and begin a journey to make this a reality in diverse communities across the country. Visit our website at [www.education-reimagined.org](http://www.education-reimagined.org)  
Email us at [educationreimagined@convergencepolicy.org](mailto:educationreimagined@convergencepolicy.org)

*This is a living document. This vision will evolve to reflect the ongoing learning of pioneers about learner-centered education and the systems to support it.*

## VISION SIGNATORIES

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**Nick Donohue**

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Literacy Coach  
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**Mark Wilding**

Executive Director  
PassageWorks Institute



**BYLAWS**  
**OF**  
**GROWTH PUBLIC SCHOOLS**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I**  
**NAME**

Section 1. NAME. The name of this Corporation is Growth Public Schools.

**ARTICLE II**  
**PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 1107 9th St #200, Sacramento, CA 95814 State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III**  
**GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV**  
**CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a public school, or the State or a political subdivision thereof, for a public purpose.

## **ARTICLE VI CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation’s behalf and cause to be



executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than 3 and no more than 9 unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for 3 year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be 5 seats for a term of 3 year(s). The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Larisa Cespedes	July 2018
Matthew Taylor	July 2019
Kandace Forrester	July 2018
Justin Barra	July 2017
Geoff Sakala	July 2019

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office for 3 years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for designation to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more

people have been nominated for director than can be designated, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may designate a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly designated director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), if applicable. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12. The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 15. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.



**ARTICLE VIII**  
**BOARD MEETINGS PRIOR TO CHARTER APPROVAL**

Section 1. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 2. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
  - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
  - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 3. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held quarterly. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 4. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special or emergency meeting exists.

Section 5. NOTICE OF MEETINGS. Regular meetings of the Board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the Board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, facsimile, or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the



telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 6. WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS. The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

Section 7. ACTION WITHOUT MEETING. Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

Section 8. QUORUM. A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 9. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 10. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 2 of this Article. Directors may not be compensated for rendering services to the Corporation in any capacity other than director unless such compensation is reasonable and is

allowable under the provisions of Section 4 of this Article.

Section 11. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (b) Fill vacancies on the Board of Directors or any committee of the Board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 12. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors' actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

## **ARTICLE IX BOARD MEETINGS AFTER CHARTER APPROVAL**



Section 1. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 3. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the

place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 7. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 8. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 9. COMPENSATION AND REIMBURSEMENT. Directors may not receive

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.



compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 10. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be designated; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 11. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the

corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

## **ARTICLE X OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, who shall be known as the “Chief Executive Officer”, a Secretary, and a Treasurer. The Corporation, at the Board’s direction, may also designate from time to time, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 8 of these bylaws. The Corporation, at the Board’s direction, may also have a Chairperson of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. The President shall not also be a Board member.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chief Executive Officer or Chairperson of the Board.

Section 3. CHIEF EXECUTIVE OFFICER. Subject to the control of the board the Chief Executive Officer shall be the general manager of the corporation and shall supervise, direct, and control the corporation’s activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall also preside at the Board of Directors’ meetings. The Chief Executive Officer shall have such other powers and duties as the board of directors or the bylaws may require.

Without prejudice to the general powers and duties set forth in this Section, the duties of the Chief Executive Officer shall include the following:

- a) The Chief Executive Officer shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b) He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- c) He or she shall be expected to anticipate the developing needs of the Corporations’ Schools, and the community, both short- and long-term, and to interpret those needs and changes for the Board.
- d) He or she shall be responsible for keeping the Board well informed on all matters pertaining to the Corporation at all times.
- e) At each regular meeting of the Board of Directors, the Chief Executive Officer shall make a report of the Corporation, and shall present an annual report of the Corporation’s activities at the annual meeting of the Board of Directors.
- f) The Chief Executive Officer shall be responsible for coordinating the screening, interviewing and hiring of the full-time teaching faculty, part-time teachers, and all staff; setting salaries within the minimum and maximum limits established by the Board of Directors; and shall conduct or cause to be conducted annual reviews

of all personnel. He or she shall recommend to the Board the promotion, discipline and dismissal of all employees.

- g) The Chief Executive Officer shall be responsible for all required reporting to authorizing District(s) and the State of California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by these Bylaws, or by the School's Charter, the Chief Executive Officer shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- h) The Chief Executive Officer shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

Section 4. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board of directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given and the names of persons present at board of directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the board of directors that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the board of directors or bylaws may require.

Section 5. TREASURER. The Treasurer, also known as the Chief Financial Officer, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall work with the Chief Executive Officer and send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the board of directors may designate; (ii) disburse the corporation's funds as the board of directors may order; (iii) render to the president and the board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of directors.



Section 6. CHAIRMAN OF THE BOARD. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 8 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 8. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the Chief Executive Officer, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority hold office for the specified period, and perform the duties specified in the bylaws or established by the Board.

Section 9. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with cause, in accordance with the charter petition, and with Article VII Section 6 of these Bylaws. All voting processes shall comply with the Brown Act.

Section 10. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 11. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

## **ARTICLE XI CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

## **ARTICLE XII CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated

employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation’s Conflict of Interest Code have been fulfilled.

**ARTICLE XIII  
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XIV  
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XV  
INSURANCE**

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

**ARTICLE XVI  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and



- c. Such reports and records as required by law.

## **ARTICLE XVII INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVIII REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the

Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

## **ARTICLE XIX BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter of any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with the Charter or Charters, the Corporation's Articles of Incorporation, or any laws.

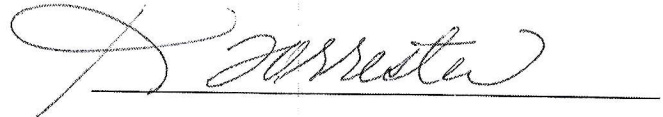
## **ARTICLE XX FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Growth Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, are the bylaws of the Corporation as adopted by the Board of Directors on April 14, 2016; and that these bylaws have not been amended or modified since that date.

Executed on April 14, 2016 at 1217 18<sup>th</sup> Street, Sacramento, California.

A handwritten signature in cursive script, appearing to read "K Forrester", is written over a horizontal line.

Kandace Forrester, Secretary