



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1

Meeting Date: June 2, 2016

Subject: Public Hearing on the Initial Charter Petition for Growth Public Schools

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Office of Strategy and Innovation

Recommendation: To conduct Public Hearing to consider the level of support for the Initial Charter Petition for Growth Public Schools.

Background/Rationale: The Governing Board will hold a Public Hearing in accordance with Education Code section 47605 (b) to consider the level of support for the Initial Charter Petition for Growth Public Schools. The Petition seeks to serve K-8 students utilizing a slow growth model starting with K-1 students in the 2017-2018 school year. Sacramento City Unified School District received Growth Public Schools' Initial Charter Petition on May 16, 2016.

Financial Considerations: Financial and compliance considerations will be made available for this agenda item after staff has thoroughly reviewed the Initial Charter Petition.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Executive Summary
2. Public Hearing Notice
3. Executive Summary from the Charter Renewal Petition

Estimated Time of Presentation: 10 minutes

Submitted by: Jack L. Kraemer, Charter Oversight, Coordinator

Approved by: Al Rogers, Ed. D., Chief Strategy Officer

Board of Education Executive Summary

Strategy and Innovation Office

Public Hearing on the Initial Charter Petition for Growth Public Schools
June 2, 2016



I. OVERVIEW / HISTORY

Sacramento City Unified School District received an Initial Charter Petition from Growth Public Schools on May 16, 2016. Growth Public Schools seeks a five-year term to serve K-8 students utilizing a slow growth model starting with K-1 students in the 2017-2018 school year and adding one grade level each school year thereafter. The purpose of the Public Hearing is to consider the level of support for the Initial Charter Petition for Growth Public Schools.

II. DRIVING GOVERNANCE

The Initial Charter Petition process is guided by Education Code 47605. The Governing Board will hold a Public Hearing in accordance with Education Code section 47605 (b) to consider the level of support for the Initial Charter Petition for Growth Public Schools. Public Hearing must be held within 30 days of receiving a petition and Board Action must take place within 60 days of petition receipt unless both parties mutually agree to an extension of an additional 30 days. Sacramento City Unified School District and Growth Public Schools have not mutually agreed to a 30 day extension, and Board Action is currently scheduled for August 18, 2016. Based on the May 16, 2016 petition submission date, there are no scheduled Board meetings in July 2017 to grant or deny the Initial Charter Petition within 60 days of receipt of the petition.

A charter may be granted pursuant to Education Code 47607 (a) (1) for a period not to exceed five years.

III. BUDGET

The budget for Growth Public Schools should be detailed within the Initial Charter Petition and appendices. District staff will present a review of the charter's financials and provide the Board with a review of the findings and a recommendation for approval or denial at the Board Meeting on August 18, 2016.

IV. GOALS, OBJECTIVES, AND MEASURES

The goal of the Public Hearing is for the Board of Education to consider the level of support for the Initial Charter Petition for Growth Public Schools. District staff will present a comprehensive review of the Initial Charter Petition and provide the Board of Education with a review of the findings and a recommendation for approval or denial at the Board Meeting on August 18, 2016.

V. MAJOR INITIATIVES

Not Applicable.

VI. RESULTS

Not Applicable.

Board of Education Executive Summary

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VII. LESSONS LEARNED / NEXT STEPS

- District staff conducts a thorough and comprehensive review of the Initial Charter Petition.
- District staff presents the findings and a recommendation for approval or denial of the Initial Charter Petition at the Board Meeting on August 18, 2016.
- The Board reviews District staff's findings and recommendations, and the Board approves or denies the Initial Charter Petition at the Board Meeting on August 18, 2016.

Sacramento City Unified School District
Growth Public Schools

NOTICE OF PUBLIC HEARING

The Sacramento City Unified School District hereby gives notice that a
Public Hearing will be held as follows:

Topic of Hearing:

Public Hearing on the Initial Charter Petition for Growth Public Schools

Copies of this program may be inspected at:

Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824

The Sacramento City Unified School District Governing Board will hold a public hearing in accordance with Education Code section 47605 (b) to consider the level of support for the Initial Charter Petition for Growth Public Schools. The district received Growth Public Schools' Initial Charter Petition on May 16, 2016.

HEARING DATE: Thursday, June 2, 2016

TIME: 6:30 p.m.

LOCATION: Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT: Jack Kraemer at jack-kraemer@scusd.edu or (916) 643-9079.

Executive Summary

Growth Public Schools Mission

To prepare a diverse community as the next generation of problem solvers, innovators, and agents.

Vision

Growth Public Schools (GPS) will be one of the most innovative schools in the country. Students will be problem solvers, innovators, and agents of change. We will be a diverse and connected community that works together to solve difficult problems. We will use science, math, humanities, arts, and design, to round out our experiences and think outside of the box. We will be prepared for the changing and dynamic world of today and tomorrow.

Core Beliefs

We believe:

- In the unlimited potential of each individual child and their greatness
- That innovation is critical to success
- Learning should be authentic, creative, open-minded, and rigorous
- That mindsets are critical
- Social emotional learning and character education are critical
- In the powerful benefits of a diverse community
- In a connected and caring community
- That our families and communities are strong partners
- In a caring culture that is rigorous, joyful, and fun

GPS will develop; problem solvers, innovators and agents in a community based school. As such, all of our instructional elements will be tied into these goals. We have outlined these elements below, recognizing that there is significant overlap between each of the elements.

Problem Solvers

Students need to be able to look at complex problems and ask difficult questions to build lifelong problem solving skills. GPS students will embark upon a journey of problem solving every day. We want our students to identify problems and propose creative solutions.

Innovators

An innovative and creative environment is critical at GPS. We see it as a mindset, a way of being, and a way of life. We strive for a culture of innovation in everything we do.

Agents

At GPS, students will not be passive recipients of information. Students will be asked to think for themselves and take responsibility for their actions and lives. We imagine a world where adults

guide students to greatness by getting out of the way and letting them own their success and failures. Ultimately, they will be leaders and agents over their lives, as their future success depends on it.

Community Based School

We believe in the power of community. GPS will not only be a powerful community inside the school, but will have multiple and diverse opportunities to build community within and outside of the school. We also believe that the entire school community, including students, facilitators (our name for teachers), families and the larger Sacramento community will all work together to ensure the success of our students.

Innovation

Our schools are not set up to prepare students for a rapidly changing world. Simply put, the current school system was designed in a different era and structured for a different society. **See Appendix A. Transformation Vision for Education in the U.S.** Students need different skills than they needed just a decade ago to be prepared for future success. The most important skills are: critical thinking, creativity, communication, and collaboration. GPS will be a new blue print for schools to impart these skills. The design of GPS reflects the characteristics of a paradigm shift in education:

Present

Future (GPS)

Emphasis on content, acquiring a body of right information

Emphasis on learning how to learn, how to ask questions

Learning as a product, a destination

Learning as a process, a journey

Relatively rigid structure, prescribed curriculum

Relatively flexible structure, belief that there are many ways to teach given subjects

We will incorporate in our blueprint the following key elements to be discussed in more detail in the petition:

- **Rigorous, competency based instruction:** curriculum aligned with the most current and rigorous college-ready standards (Common Core and others)
- **Personalized learning:** learning experiences that address the distinct academic needs, interests, aspirations, or cultural backgrounds of individual students
- **Social emotional learning:** explicit character education and key habits of success drawn from the latest research from the Collaborative for Academic, Social and Emotional Learning (CASEL)

- **Project based learning:** students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge
- **Cultivating an innovative and entrepreneurial mindset:** students learn to be adaptable and agile, to iterate, and generate creative solutions to problems
- **Expeditions:** students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected
- **High quality facilitators:** teachers contribute structure and process to interactions of students as they achieve exceptional performance
- **Family as the base of all learning and development:** active relationship with a child's family, as well as the larger school community, neighborhood, and city

In line with the original vision of charter schools, we want to be a kind of public school where teachers can experiment with innovative ways of reaching students. We want to draw upon our experiences to create high-performing educational laboratories and share our successes and failures with other public schools in SCUSD.

Diversity

Our goal is to have GPS' student body representative of Sacramento, America's most integrated major city.¹ There is increasing evidence that diversity makes us smarter. Researchers have documented that students' exposure to other students who are different from themselves leads to improved cognitive skills, including critical thinking and problem solving.²

Apart from the cognitive benefits, there are additional reasons why we believe an increasing numbers of families from different racial, ethnic, and economic backgrounds will want to send their children to GPS. Students can learn better how to navigate adulthood in an increasingly diverse society if they attend diverse schools.

Taken together, we believe our commitment to educational innovation and diversity will help reinvigorate the twin promises of American public education: to promote social mobility for low income children and social cohesion among America's increasingly diverse populations.

Sacramento

Sacramento is the capital of as the world's seventh largest economy, and for the past several years, local investors, university administrators, city leaders, and community developers have been pursuing a range of separate projects to make the Sacramento metropolitan area an innovation hub. Those efforts are beginning to have an effect. However, most of Sacramento's schools continue to operate under the present paradigm of teachers possessing content knowledge and transferring it to students. Yet the future demands students be collaborative

¹ <http://sacramento.press.com/2015/01/24/sacramento-the-most-integrated-major-city-in-the-us/>

² <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>

problem solvers able to adapt to the rapid pace of change. This demand privileges process knowledge over content knowledge because content is available now on an as-needed basis.

New California state figures suggest the Sacramento metropolitan area will see some of the strongest population growth in the state in coming decades. GPS would like to be part of the solution to more innovative school choices and development for our community.