



THE CASE FOR GROWTH

Why it is the right thing to do

RISKS OF REPLICATION VS. STAYING 1 SCHOOL

REPLICATION If we do grow, we could place the following at risk:

- The learning curve for staff as we go from a single school to a CMO will take energy and time
- Relationship with authorizer may adjust as we have a greater impact on them

STAYING 1 SCHOOL If we don't grow, we could place the following at risk:

- The timing of opportunities before us now
- The instructional supports we can develop and provide would be slower and smaller
- The sustainability of essential roles and retention of the particular talent presently on our team
- Our ability to serve a more diverse student population and to affect access to quality education within our community
- The strength of our advocacy argument, thus the degree of change we produce

THE LEARNING CURVE AS WE GO FROM A SINGLE SCHOOL TO A CMO

Charter Management Organization= nonprofit
entity that manages two or more charter schools

This risk is mitigated by:

- Immediate recruitment of a Principal (July 1 start)
- New charter writing done at same time as renewal charter
- Capacity and connections have grown since 2011

Keep in mind:

- Though each story of charter growth varies, there have been many who have gone this way before us.
- This is a short-term challenge.

OUR RELATIONSHIP WITH VUSD MAY BE NEGATIVELY AFFECTED BY OUR GROWTH

This risk is mitigated by:

- Rising enrollment at VUSD means our growth has no significant financial impact for them
- Common understanding that we are players on the same team, have a mutual interest in serving the community's children well
- A long-standing relationship of trust and transparency, our desire to help and not hinder them
- TCOE's reputation for supporting charters

Keep in mind:

- Approval is guided by Ed Code parameters and we have a proven track record
- Prop 39 request for facility is separate from who authorizes us
- Our reasons for starting SVA remain relevant; the problems persist
- Is the relationship more affected by our enrollment numbers or our advocacy message?

THE TIMING OF OPPORTUNITIES BEFORE US NOW

Potential Opportunities in the “just talking” stage presently:

- Walton Foundation
- GATES
- FPU Teacher Residency

Keep in mind:

- Philanthropic money requires diversity, as its intent is to affect opportunity and social mobility
- Governor’s proposed state-level replacement of PCSGP

THE INSTRUCTIONAL SUPPORTS WE CAN DEVELOP AND PROVIDE

There are many new Teacher supports indicated in the Strategic Plan that do not require replication.

1. Improve “Whole School Report Card” 2.1.1
2. Systematize parent communications 2.1.2
3. Improve process for identifying students in need of Intervention 2.2.1
4. Review student data for decision-making & progress monitoring 2.2.2
5. Standardize Classroom Meetings 2.3.1
6. Improve Recess periods 2.3.3
7. Standardize the portfolio reflection process 2.3.4
8. Refine our Restorative Justice-based discipline program/systems 2.4.1 and 2.4.2
9. Standardize the service-learning process, provide resources and recognition/reinforcement to students 3.1.1, 3.1.2, 3.1.3



THE INSTRUCTIONAL SUPPORTS WE CAN DEVELOP AND PROVIDE

New Teacher supports indicated in the Strategic Plan that do not require replication [continued](#)

10. Move to a developmental teacher evaluation system 4.1.1
11. Continue to work on defining Curriculum, Instruction, and Professional Duties expectations for grade level teams via Curriculum Maps 4.3.1
12. Establish grade level leaders 4.3.2
13. Develop calendars of support for support roles 5.1.2
14. Improve Master Calendar 5.1.3
15. Improve facility 5.1.4
16. Develop work/life monitoring and recommendations 5.2.1
17. Foster staff connection to mission/vision, SVA goals 5.2.2
18. Develop leadership recruitment/succession plan for senior leadership positions 5.4.1



THE INSTRUCTIONAL SUPPORTS WE CAN DEVELOP AND PROVIDE



There are many new Teacher supports indicated in Strategic Plan as “Growth Dependent”

1. Supplemental training for high need populations 1.3.1
2. Secure sustainable, additional funding 1.3.1
3. Improved access to Spanish translation 1.3.2
4. Improved Social-Emotional Curriculum 2.3.1 & 2.3.2
5. Online performance management infrastructure (job performance feedback) 4.1.1
6. Differentiated professional development tracks for Teachers & Aides 4.2.1
7. “The SVA Experience”: online bank of curricular/instructional materials + professional duties 4.3.1
8. Separation of Superintendent from Principal, more Admin support 5.3.1

THE INSTRUCTIONAL SUPPORTS WE CAN DEVELOP AND PROVIDE



New Supports for Teachers indicated in Strategic Plan as “Growth Dependent” **continued**

- 9. Grade Level Leadership structure meets regularly, gets targeted Professional Development 6.1.2
- 10. Develop partnerships with Teacher Credentialing agencies 7.1.1
- 11. Develop partnerships with other agencies to offer more SVA-aligned PD locally 7.1.2
- 12. Enrich our website with more “open source” tools for educators 7.2.3
- 13. Create a video series “Principles to Practices” for educator audience 7.2.4
- 14. Expanded parent resources on SVA website to equip their support 9.1.1

of new Teacher Supports from the Strategic Plan: 1 school scenario= 18; Replication= 32

THE INSTRUCTIONAL SUPPORTS WE CAN DEVELOP AND PROVIDE

New Supports for Teachers that are also “Growth Dependent” but NOT indicated in Strategic Plan

(These are not “initiatives” but are natural byproducts of growth.)

- Growth entails larger pool of colleagues doing like work, more minds working on the same problems
- Teacher leadership roles will expand within a larger staff (i.e. “Data Driver,” “Common Core Driver,” “Parent Communications Driver,” etc.)
- Amount of teacher coaching staff and intervention staff for struggling students would grow; we’d reinvest the economies of scale in supports of direct benefit to students and teachers
- Student transfers between schools is only possible in growth scenario
- Flexibility for management to build talent teams; staff assignments can be intentional for the growth of talent

Keep in Mind

- Slower going development of supports and limited opportunities for growth within the organization may affect teacher retention
- Present staffing levels means leadership is subsumed in operational and management activities. Therefore, our Prin/Supt can have minimal impact/advisory participation in development of the tools our teachers use, rather than a larger hand in driving/designing these.

THE SUSTAINABILITY OF ESSENTIAL ROLES AND RETENTION OF THE PARTICULAR TALENT PRESENTLY ON OUR TEAM

Leadership Succession

The dual Principal/Superintendent role is one that will be difficult to maintain/staff due to

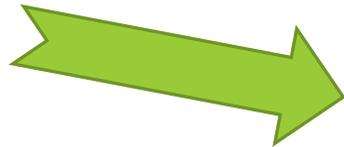
- Our location- CA charter leadership talent is largely urban; convincing someone to move here may be challenging
- High # of direct reports, great amount of time spent in staff management
- The role is high stress and bears a great amount of responsibility
- The varied, complex, human relationship-based functions and political aspect of the work requires a high EQ and sophisticated communication skills
- The varied, complex, and knowledge/compliance-based functions of the work requires a breadth of school finance, attendance reporting, legal, and procedural skills with high stakes attached to error
- The uniqueness of our model, the fact that we would be looking for a progressive educator and gifted advocate, and our intent to incite change through refinement and dissemination of our model
- The experience of the role is that it is frequently dissatisfying– the feeling of doing an “incomplete” job at two roles/ constantly wishing there was more time in each

Keep in mind

- The more a person manages, and the more varied those functions, the greater the room for error

OUR ABILITY TO SERVE A MORE DIVERSE STUDENT POPULATION AND TO AFFECT ACCESS TO QUALITY EDUCATION WITHIN OUR COMMUNITY

How We Are Trending



Last Night's Lottery

	YEAR ONE 127 enrolled		YEAR TWO 227 enrollment		YEAR THREE 297 enrollment		YEAR FOUR 350 enrollment	
	2012-13 SVA	2012-13 VUSD	2013-14 SVA	2013-14 VUSD	2014-15 SVA	2014-15 VUSD	2015-16 SVA	2015-16 VUSD
FRL	18%	64%	28%	65%	30%	NA	37%	NA
Hispanic	30%	64%	36%	65%	33%	65%	36%	NA
Black	1%	2%	2%	2%	2%	2%	1%	NA
Asian	1%	5%	3%	5%	4%	4%	3%	NA
ELL	1%	16%	3%	16%	4%	15%	5%	NA
SpEd	7%	9%	5%	8%	5%	8%	7%	NA
504	1%	NA	2%	NA	2%	NA	2%	NA

Keep in mind:

- SVA2's location would be determined by its ability to bring diverse students
- The lottery and its limits hinder our ability to get SVA's numbers to VUSD's, even with our investments/efforts
- Philanthropic money requires diversity, as its intent is to affect opportunity and social mobility

THE STRENGTH OF OUR ADVOCACY ARGUMENT, THUS THE DEGREE OF CHANGE WE PRODUCE

Three primary factors affecting this:

- Leadership's time to develop the tools to make practices that can spread
- Leadership's time to engage in advocacy/ spreading the word
- SVA1's success will not be seen as indicative of others' need to change until we more closely resemble others

Keep in mind:

- Growth enables diversity, which enables a stronger argument.
- The lottery and its limits hinder our ability to get SVA's numbers to VUSD's, even with our investments/ efforts

EXHIBIT A & EXHIBIT B

A: Multi-year Financial Projections

- Can see where economies of scale occur (i.e. Business Services goes from 5% of Revenue to 1.8%; CMO staffing page shows counterpart staffing *and then some*)
- Reserve stays responsible

B: Outline of split of Principal and Superintendent roles over next couple years

- shows a rough outline of the tasks these staff would be facilitating in the two halves of the year
- demonstrates largeness of the dual role as well as opportunities for deeper engagement if we split these