

Respond, Adapt, Reinvent: Nimble Strategic Planning

Thursday, March 17th

PRESENTERS:

— ANNIE CRANGLE,
FRIDAY

— ANTHONY RODRIGUEZ,
FRIDAY

— DAVID K. RICHARDS,
GROWTH PUBLIC SCHOOLS

— J.J. LEWIS,
COMPASS CHARTER SCHOOLS

— WARM-UP:

Your name, position + organization & why you
showed up this morning

— Q:

What do you associate with strategic planning?
What have your experiences been like in past
planning efforts?

Welcome



— ANNIE CRANGLE, Partner, Friday

Annie specializes in organizational strategy—from public school performance to organization growth—and leadership development—developing and executing leadership and equity training for emerging leaders. She has led strategic planning engagements for over 30 public charter school organizations across the country, all of which were unanimously approved and adopted by their Board of Directors.



— ANTHONY RODRIGUEZ, Senior Strategist, Friday

Anthony Rodriguez (he/él/they) is a cross-sector collaborator, published researcher, and data-driven leader. He is passionate about harnessing partnerships, research, and stakeholder engagements to catalyze change, create effective decisions, and guide strategic planning to scale programmatic delivery and social impact. Anthony is a graduate of UC Berkeley Goldman School of Public Policy, a Coro Fellow alum, and a product of the charter school system.

Welcome



— **DAVID K RICHARDS**, Founder, Growth Public Schools

David K Richards is an innovative leadership coach and visionary who helps changemakers usher in new paradigms for learning and leadership. He has worked in education reform for over 20 years as a teacher and founder of several innovative schools with nationally recognized Summit Public Schools. He holds a BA from UC Berkeley and an MA from Stanford University. He launched Growth Public Schools, a K-8 innovative school in Sacramento in 2017. David now advises and coaches others to launch and create high quality schools and programs.



— **JJ LEWIS**, Superintendent & CEO, Compass Charter Schools

J.J. Lewis has been the Superintendent & CEO for Compass Charter Schools since October 2015. He holds a Master of Arts in Educational Leadership from San Diego State University, and a Bachelor of Science degree from Central Michigan University. He is currently working on his Doctor of Education in Organizational Change and Leadership from the University of Southern California. J.J. serves on the American Association of School Personnel Administrators D.E.I. Committee, The Charter Schools Resource Journal Editorial Board, Small School Districts Association Legislative Committee, and the Wellness for Educators Board of Directors.

**We're working toward the day
when everyone arrives at Friday fulfilled.**

Excited

about what
they learned.

Proud

of what they
accomplished.

Connected

to the people
around them.

That's what Friday is all about.

— PART I

Our Reality

— FRAMING

Schools have been significantly impacted by the pandemic (maybe fundamentally changed) and have to think differently about planning for the future. As we work with schools up and down the state and across the country, here are some key strategic issues we observe:

Key Strategic Issues

Meaningful use of technology

Student-centered instruction & joyful environments

Experiential learning beyond the classroom

Authentic translation of DEI

Recruiting, developing, and inspiring talent

High quality coaching

Standard operating procedures

Branding & communicating differentiators

Group Exercise

- **Which of these themes resonate with you? How is this issue showing up in your school?**
- **What have you tried doing differently? What are some opportunities for innovation?**
- **How might you collaborate with other schools and/or community partners?**

— PART II

Essential Elements of Nimble Strategic Planning

Friday Approach



Phase 1: Understand

Sept-Oct

- Stakeholder engagement & external research
- Internal needs assessment & landscape analysis
- Student voice & equity audit



Phase 2: Explore

Nov - Jan

- Key insights on positioning and core model
- Define aspirational theory of change
- Begin to identify strategic priorities



Phase 3: Create

Feb - March

- Formalize 3-5 year core goals
- Develop key strategies
- Assess risk
- Highlight opportunities for innovation



Phase 4: Launch

April - May

- Financial planning
- Year 1 Action Plan
- Targeted Implementation support
- Progress monitoring

Essential Elements: **Understand**

Elicit student voice from an equity lens

- How are students experiencing school on a day-to-day basis?
- What are students' perceptions of the critical conditions of learning
- Identify and understand equity gaps



Essential Elements: Understand

Understand how the world is changing and prioritize what will affect you most

- Political, Economic, Social, Technological, (Environmental & Legal)
- Summary of National, State, and Local trends
- Eisenhower Matrix to categorize Urgency, Relevance

The image shows two overlapping documents. The top document is titled 'PEST Framework' and is a 'Summary Analysis' at the 'Local/Regional, State & National Level'. It is organized into four quadrants: Political, Economic, Social, and Technological. The bottom document is titled 'LOCAL/REGIONAL' and is a 'Summary Analysis' at the 'Local/Regional, State & National Level'. It is organized into two main sections: 'LOCAL/REGIONAL' and 'STATE'. The 'LOCAL/REGIONAL' section includes 'Local Governance' and 'State Policies'. The 'STATE' section includes 'State Policies'.

PEST Framework

Local/Regional, State & National Level

Summary Analysis

Political	Economic
<ul style="list-style-type: none">Confusion and conflict within the San Diego County Office of Education stirs confusion on how to regulate charter schoolsJudge ruled against SD-based non-classroom charter schools in a class action lawsuit regarding fundingState legislators placed a moratorium on new non-classroom schoolNewsom announced a K-12 vaccine mandate for California students to take effect as early as Jan 2022CA first in nation to require vaccine verification or COVID testing mandates for state workers, school staffSchool safety guidelines prevent a child from returning to school for up to 10 days after exposureK-12 budget clean-up removed funding protections for schools unable to meet minimum instructional daysSecretary of Education Eduardo Cardona is neither for or against charter schoolsVaccine authorized for use among children 5 and older	<ul style="list-style-type: none">San Diego County's unemployment rate is 5.3%San Diego Unified expected to receive less funding in 2022-2023 school yearSan Diego Unified, finished the year with a \$24 million surplus out of a \$1.5 billion spending budgetCA's unemployment rate sits at 7.5% higher than the national averageCalifornia has a tremendous budget surplus, expected to reach \$31BEducation sector saw a \$19B decrease in spending among consumers from 2019 to 2020National unemployment hovers at 4.6% as of October, with 7.4M people unemployedJob-related stress, propelled by COVID, threatens teacher workforceBiden's \$9 billion American Families Plan seeks to address the teacher shortage issueBiden signed \$1.9T COVID relief bill, with \$126B earmarked for Title I schools
Social	Technological
<ul style="list-style-type: none">San Diego Unified is seeing a year-over year decrease in enrollmentThousands left for online charter schools that have years of experience in personalizing online educationSan Diego Unified District's substitute pool has shrunk 30% to 35% since it beganTeacher candidates entering the field has declined while teachers retiring has increased during the pandemicCalifornia Public Schools saw a 2.6% decline in enrollment during the pandemic, 88% came from K-6Despite speculation, no major exodus from CaliforniaCOVID-19 has affected student learning differently across grades and subject areasThe bipartisan political divide playing out from the capital to newsrooms and on mainstreamAcross 42 states, charter schools gained 240,000 students, a 7% increase from the previous school yearUrging educators to continue to lean into technology based instruction increases students' self efficacy	<ul style="list-style-type: none">Governor Newsom's May budget proposal revision includes major investments towards internet connectivityOne in five California households with K-12 students reported not always having internet access needed for virtual schoolsProposed Senate bill will require a regionalized network of technical assistance to schools and local ed agenciesWi-Fi 6 will increase speeds and effectively delivers content through dispersed networks and devicesLearning Pods launched during COVID can be used for a variety of streamlined and specific ways of engaging students, increases the possible exposure of cyberattacks through taking advantage of vulnerabilities.Student safety during hybrid learning is a growing concern.

LOCAL/REGIONAL

Local Governance

- Confusion and conflict within the San Diego County Office of Education stirs confusion on how to regulate charter schools.
Board members for SDCOE voted to regulate the enrollment practice school, yet staff members never carried out their direction as they members had overstepped the law. Disagreement demonstrates difficulty for the extent of authority and enforcement of local agencies among school
- San Diego County Board of Education welcomes new student members
In April, 10 new students joined the board, two representing each school. The new position was created as one way to elevate student voices and give people share their ideas, viewpoints, and feedback on their education.
- Judge ruled against San Diego-based non-classroom charter schools in declaring it did not deprive schools of funding during the pandemic.
Learning Choice Academy, as well as two other schools, were at risk of losing funds for about 25,000 new students last school year. The state school funding levels to stabilize schools' and districts' finances, yet unfroze the funding and gave all K-12 public schools dollar amount of new students last year except for non-classroom charter schools. State leaders chose not to fund new students at those non-classroom schools because there is a history of fraud and abuse by some schools. The state attorney general wrote in a recent court filing, (Source 1, Source 2)

STATE









State Policies

- State legislators placed a moratorium on new non-classroom charter schools in place from January 2020 to January 2025. Extra scrutiny as legislatures rushed to close funding loopholes and tighten oversight. (Source 1, Source 2, Source 3, Source 4)
- Newsom announced a K-12 vaccine mandate for California students to take effect as early as January 2022
As more vaccines receive authorization (full and emergency use) and students are unable to attend in-person instruction if unvaccinated, attendance-based funding and the demand for virtual learning increases.
- California was the first in the nation to require vaccine verification or COVID testing mandates for state workers and school staff
After the mandate was put in place, the state saw significant increases in vaccination rates. For school staff, full proof of vaccination must be shown or staff members must

Essential Elements: Explore

Reflect on what makes your school unique

- Competitor Analysis
- Collective input on core identity questions:
 - *Who we Are*
 - *What we Believe*
 - *What we Do/How we Do it*
 - *Our Impact*

								
Basic Message	All Roads Lead to College – and Beyond.	We never set limits on how much your child can achieve.	Let's Build the Future	Students first, Family focused	Provide the highest quality level of education.	Prepare scholars with the academic & social-emotional skills necessary to succeed.	Rigorous Minds. Authentic Selves. Connected Lives. Boundless Opportunities.	Enriching Scholars Grades K-12
Curriculum	College & career readiness	Moral focus / character building	Responsibility & partnership	"Student-centered" Growth & achievement	Technology & research-based	Whole child development	Identity, community, & academic knowledge	Success & leadership
Talent & Recruitment Messaging	College focused students - "Earn an associate's degree while in high school"	Emphasis on the individual - "We focus on every child's unique needs, abilities and interests"	Personal independence - "We cultivate students with the ability to solve problems, set goals, accept responsibility & become active partners in the community."	Nurturing individual needs - "Assure every student achieves his/her own unique potential."	Communal learning - "Education should be a collaborative effort of staff, faculty, parents, community, business, and most of all, students."	Path preparation - "We concentrate our efforts on preparing students for success in high school and beyond."	Diverse learning - "Navigate the constantly changing economic conditions and realities of their future world - advocate for themselves & their communities for life."	Strong athletic program - "High-quality athletic program including basketball, football, volleyball, track & field, baseball"
Visual Aesthetic	Engaging red, school pride attitude	Clean, community focused	Location inspired, natural colors	Professional, yet friendly	Traditional	Engaging, good use of photography	Simple, clean	School & student pride, traditional

Essential Elements: Explore

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- Competitor Analysis
- Collective input on core identity questions:
 - *Who we Are*
 - *What we Believe*
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 - *Our Impact*



The image shows a document for Yu Ming Charter School, featuring a logo with the Chinese characters '育明' and 'YU MING CHARTER SCHOOL'. A photograph of children is at the top right. The document is organized into several sections: 'Who We Are', 'Our Mission', 'What We Believe', 'What We Do', 'How We Do It', 'Short-term Impact', and 'Long-term Impact'. The 'Our Mission' section is highlighted in orange. Below 'What We Believe' are four red circular icons representing 'Academic Excellence', 'Mandarin Immersion Leadership', 'Whole Child Education', and 'Diverse, Equitable, & Inclusive Community'.

Who We Are
One of California's top performing public schools, Yu Ming is an Oakland-based charter school teaching students through Mandarin-English bilingual immersion. Our students reflect the diversity of the greater Bay Area and our approach prepares them to contribute to an increasingly multicultural society.
Every student graduates Yu Ming fluent in Mandarin Chinese and English (the two most-spoken languages in the world), prepared for success in any rigorous high school program, and squarely on the path to college.

Our Mission:
As a leader in Mandarin Immersion education, we nurture our inclusive and diverse community to become empowered, engaged, and outstanding global citizens.

What We Believe
Every student should be held to high expectations, regardless of their background, so they can perform at their best academically. Doing so requires an individualized approach: every child at Yu Ming receives the attention and support they need to succeed on every measure. We unlock each student's unique potential by anchoring our model on four pillars:

What We Do
We guide students to mastery across core disciplines—math, science, social studies, and history—in both English and Mandarin Chinese.
We facilitate project-based learning grounded in real-world scenarios and provide opportunities for global travel and civic engagement.
We offer numerous opportunities for enriched learning, exposing our students to Visual and Performing Arts, Choral and Instrumental Music, and Design Lab.

How We Do It
Our Community celebrates the diversity of Alameda County, welcoming students from all socio-economic, ethnic, and language backgrounds.
Our Teachers and Staff are dedicated, continuous learners who care deeply about the success of all students. Our teachers have deep content knowledge and passion for teaching. We provide our teachers with coaching, mentoring, and protected time to analyze student achievement so they can continue to refine their craft.
Our Students are encouraged to be independent thinkers and creative problem-solvers who collaborate with empathy and lead with humility, guided by our graduate profile skills.
Our Parents are active partners who give their time and resources in whatever way is meaningful for them to support their child and enrich the Yu Ming community.


Short-term Impact
Students enjoy the benefits of being bilingual: achieving substantially higher academic outcomes than their monolingual peers, regardless of race, class, gender and learning differences, and are more likely to pursue college
Students bridge cultural borders on a daily basis and build relationships across languages and geographies
Students demonstrate cultural empathy and are prepared for success in an increasingly interconnected world

Long-term Impact
We contribute to a more equitable public education system and prepare global citizens to lead their peers in a multicultural society.

Essential Elements: Explore

Translate DEI to your site for strengths and growth opportunities

- Review definitions
- Why is DEI important?
- What are our current strengths?
- What are our opportunities for improvement?



Exercise: DEI at RAFOS

What does diversity/equity/inclusion look like at RAFOS? In each core aspect of our school model (see below):

Core aspects of our model	Why is DEI important?	What are our current strengths?	What are our opportunities for improvement?
Academic Instruction	<ul style="list-style-type: none"> • Diverse narratives and perspectives at play in curriculum, increases buy-in from diverse audiences • Want to bring rich experiences into the classroom - provide opportunities for highlighting diversity and inclusion • Our community is changing - should emphasize how important this is; we are attracting diverse populations and should speak to that • Demonstrate we value all types of diversity 	<ul style="list-style-type: none"> • Intentional about providing multiple voices in our work, designing instruction + choosing instruction - prevent students from being sheltered from diverse thought 	<ul style="list-style-type: none"> • Diverse background of stakeholders can help control for implicit gaps of experiences among staff • Examining how grading and assessment structures are designed - are they inclusive to different types of learners, those w/ statistical gaps • How we communicate our curriculum needs - be more explicit about who we are (Ex. EL program is novel based) • Building teacher's confidence + helping to provide support for having difficult conversations • What does an inclusive curriculum look like? Should broaden our lens. How do you promote socioeconomic change when you don't teach economics? Want to remain sensitive to the needs and status of these students (levels of affluence)

Essential Elements: Explore

Create a concise & accessible overview of 3-5 year vision

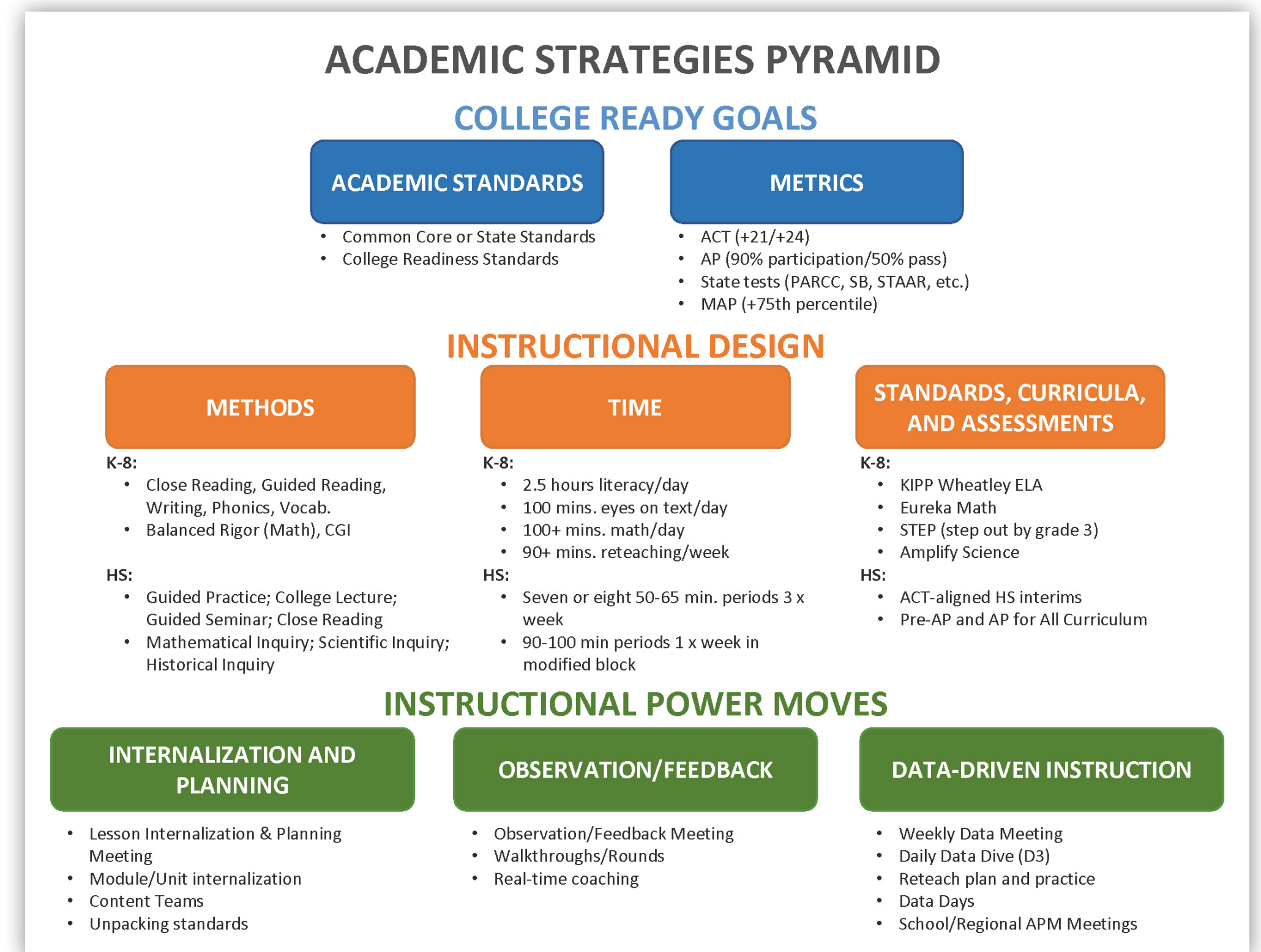
- Generate laundry list of strategic priorities & group into core buckets (five or fewer)
- Reflect on the WHY to generate an outcome statement
- To define core strategies, understand what it will take to get there and associated risks/stretch opportunities



Essential Elements: Create

Utilize simple frameworks to refine and define core practices

- Align on core practices and common expectations
 - Academic instruction
 - Data and assessment
 - Coaching rubrics
 - K-12 “look-fors”



Essential Elements: **Launch**

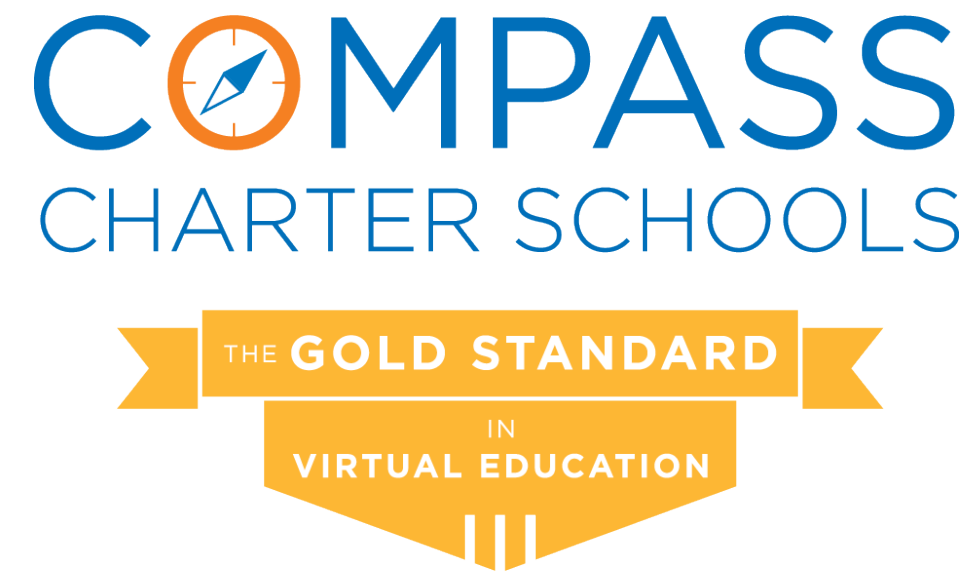
Dynamic action plan utilizing project management tools

- Develop Annual Action Plan template (tactics, leadership, resources, metrics)
- Streamline planning, strategic priorities, compliance deadlines & staff routines
- One central tracking system

Goal 1 Build trusting relationships and a culture of collaboration, innovation, and ongoing learning			
Strategy #2	Action Step (Tactic)	Leadership & Resources	Success Indicators (Metrics)
Improve processes for staff goal setting and on-the-job coaching aligned to performance management systems	<ul style="list-style-type: none"> • Create job descriptions for all positions and align to values and Impact Statement 	<ul style="list-style-type: none"> • Leadership: People Division • Resources: Compensation consultant 	<ul style="list-style-type: none"> • 100% of staff will engage in professional development and share their takeaways with peers or other Compass staff • Number of peer-led professional development sessions • Alignment with passion project/passion driven goals • 100% of staff will contribute to departmental lead measure reporting
	<ul style="list-style-type: none"> • Implement new pilot coaching model to support stronger research-based instructional strategies 	<ul style="list-style-type: none"> • Leadership: Staff Support Department • Resources: Stipends/ investments in outside instructional coaching sessions 	
	<ul style="list-style-type: none"> • Align staff goals with team or project-related outcomes; incorporate passion project/passion-driven goals for staff 	<ul style="list-style-type: none"> • Leadership: Advisory Committees, Leadership Team 	
	<ul style="list-style-type: none"> • Create explicit opportunities to provide real-time feedback 	<ul style="list-style-type: none"> • Leadership: Grade-level teams • Resources: New survey instrument 	
	<ul style="list-style-type: none"> • Identify common areas where all staff are struggling and identify new training strategies 	<ul style="list-style-type: none"> • Leadership: People Division, Staff Support Department) • Resources: Stipends/ investments in outside instructional coaching sessions 	
	<ul style="list-style-type: none"> • Build collaboration between staff members' expertise in order to better leverage internal expertise at Compass 	<ul style="list-style-type: none"> • Leadership: People Division, Staff Support Department 	

Phase I: Understand						Subitems	Friday 0...	Client Task	Timeline	Status
Background Document Review	+	1			Mar 1 - 18	In Progress				
Stakeholder Interviews	1				Mar 14 - Apr 15	In Progress				
Highlight Survey Administration	+				Mar 21 - Apr 1					
SWOT/PEST Focus Group	1				Apr 18 - 29					
Landscape Analysis	+				Apr 25 - May 27					
Key Insights	+				May 23 - 27					
Equity Analysis	+				May 23 - 27					

Reflections: Compass Charter Schools



- **Helps to align all plans to an overarching 3-5 year strategic vision**
 - A-G grant plans - we had conversations about this, plug it in, allocate dollars
 - We used to use LCAP as the northstar, but strategic planning requires nimble and responsive tactics to deploy
- **An updated narrative enriched by diverse perspectives:**
 - How you involve stakeholders in forming a story
- **Shared ownership of strategic direction**
 - “It’s not mine, it’s ours” - created buy-in and shared accountability
 - Required with LCAP but can be done in a more meaningful way - it’s broader than the 8 state priorities, more specific to our organizational identity

— PART III

Strategy + Story

Case Study: GPS



- You have to be a great organization AND be organized and compelling in messaging and visual identity
- First impressions are important
- People are looking at non-traditional options right now
- “There’s no way I can do this in five weeks.”

— CASE STUDY

“... the GPS team had already wrestled with what aspects of their founding vision needed to shift and had crafted a clear theory of change that defined their mission, their vision, and how their unique model made both possible. As a result, our rebrand work was able to focus not on redefining their identity, but rather on conveying their identity in the most compelling way for their audiences.”

5- Week Sprint

Week 1

Understand

Dec 6-10

Week 2

Explore

Dec 13-17

Week 3

Create

Jan 3-7

Week 4

Refine

Jan 10-14

Week 5

Launch

Jan 17-21

Weekly Cadence

M

Input/Feedback

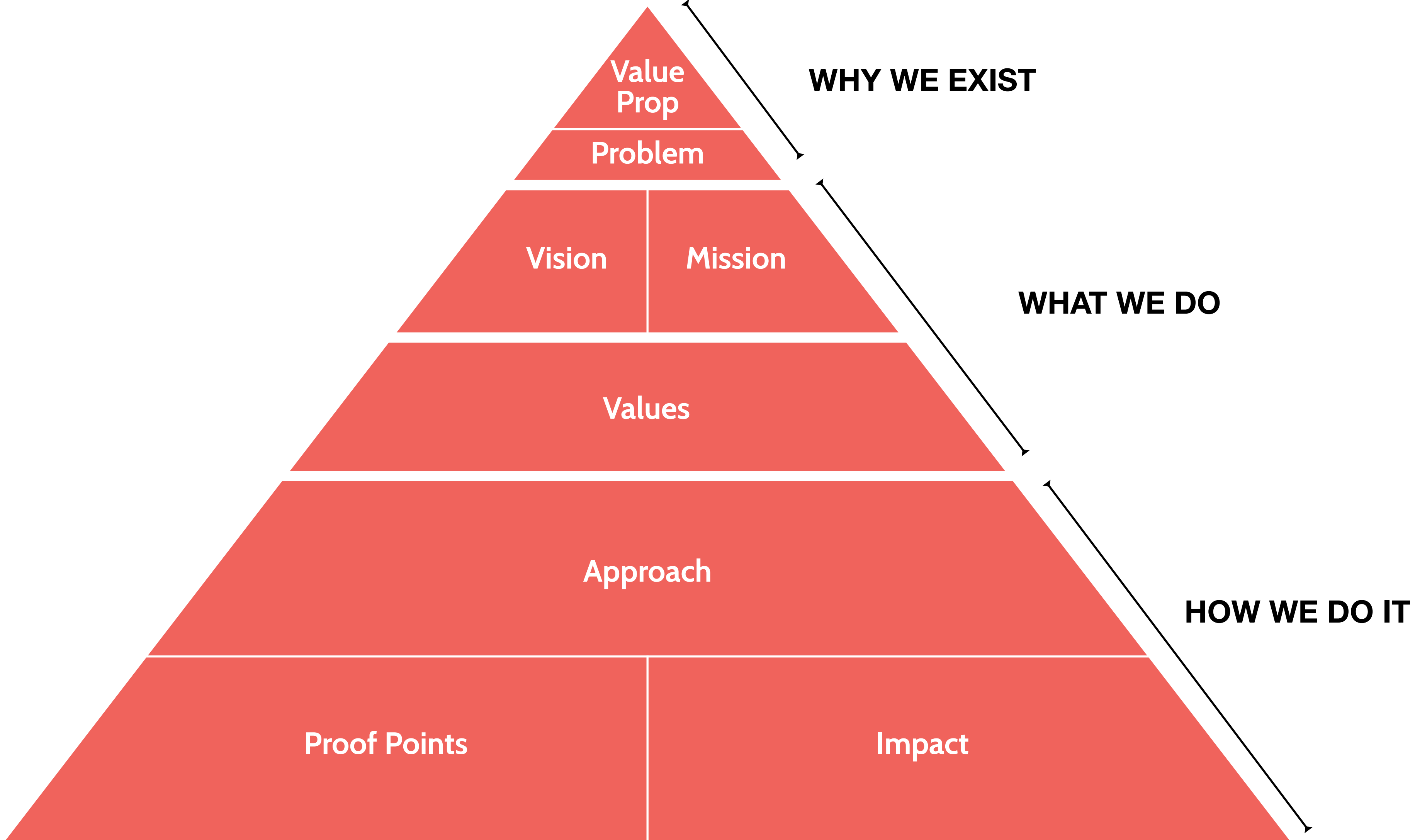
W

Friday Heads
Down

F

Presentation

Brand Architecture



Brand Guide

logo variations

Our full-color logo should be used on light color backgrounds, while the white logo is used with the GPS blue background. The full-white logo is used for all other dark backgrounds.

A black GPS logo is available if color processing is not an option.



our vision & mission

Mission

At Growth Public Schools, we serve students individually to truly prepare them—emotionally, socially, academically—to blaze their own paths in a changing world.

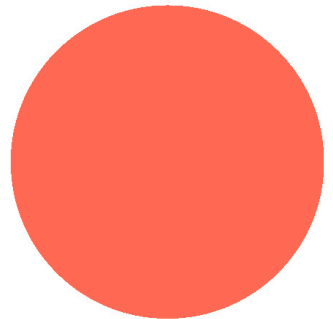
Vision

We envision a school system where people come first. And as we strive to learn and grow as humans, we believe we will, in turn, develop a better world.

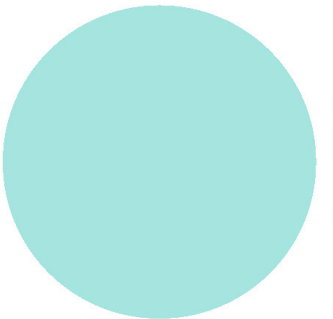
Brand Guide

colors

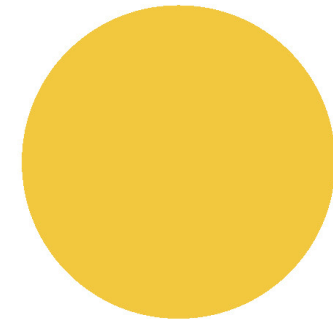
Our colors represent the joy and positivity we bring to every action every day. Full of energy, while also being grounded, GPS colors are a reflection of our work and attitude.



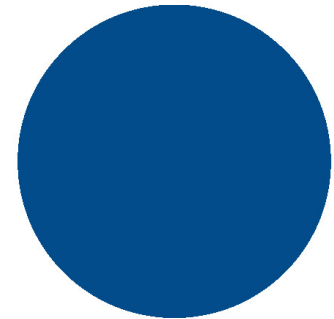
coral
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rgb: 255 107 85
cmyk: 0 73 66 0
pms: Warm Red C



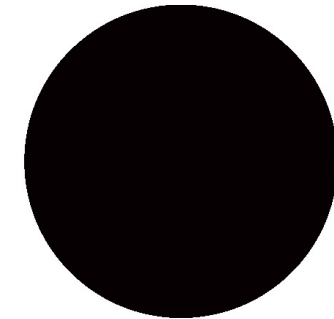
turquoise
hex: #A5E5DF
rgb: 165 229 223
cmyk: 33 0 16 0
pms: 318 C



gold
hex: #F2C83F
rgb: 242 200 63
cmyk: 5 19 87 0
pms: 129 C



GPS blue
hex: #024C8A
rgb: 2 76 138
cmyk: 100 78 18 4
pms: 2145 C



black
hex: #060002
rgb: 6 0 2
cmyk: 73 69 65 88
pms: Black 6 C

typography

The Spartan font is a geometric sans-serif font that has a range of versatility, so it can be used in a variety of sizes and compositions.

GPS uses Spartan Bold for headers, buttons, and call-out text. Spartan Regular is primarily used for longer body copy and smaller text. Weight variations may be applied as needed for emphasis and hierarchy purposes.

It is recommended to use the brand typeface in all collateral. However, in the event that Spartan is unavailable, please substitute with Helvetica.

[Download the Spartan font family here.](#)

Spartan Thin

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww
Xx Yy Zz

Spartan Regular

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz

Spartan Bold

**Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz**

Brand Guide

photography

Our photos showcase the interactions between students, staff, and their environments. Photos focused on the person(s) with a subtle background helps to emphasize the focal point and bring to life the relationships being built.

When possible, photos should be placed in a circular shape to reflect the shapes in our logo.



graphic elements

APPROACH

To visually communicate our approach and values, GPS utilizes icons that represent each.



Diverse Community

Our staff, students, and families are as diverse and vibrant as the Greater Sacramento area we serve.



Restorative Practices

We work to restore relationships rather than punish behavior.



Social-Emotional Learning

We teach students to understand their emotions, build relationships, resolve conflict, and develop grit.



Project-Based Learning

We root lessons in real-world, hands-on examples rather than memorization.



Learner-Driven Education

We understand and embrace each student's differences and empower them to find joy in their own learning.

Brand Guide

graphic elements

HEROIC VALUES

To visually communicate our approach and values, GPS utilizes icons that represent each.



Hard Work:

Giving your best effort; being willing to make mistakes and learn from them



Empathy:

Stepping into another person's shoes; making amends



Relationships:

Understanding ourselves through our connections with others



Optimism:

Taking something that seems bad and choosing to see it as an opportunity



Integrity:

Honesty; doing the right thing when no one is looking



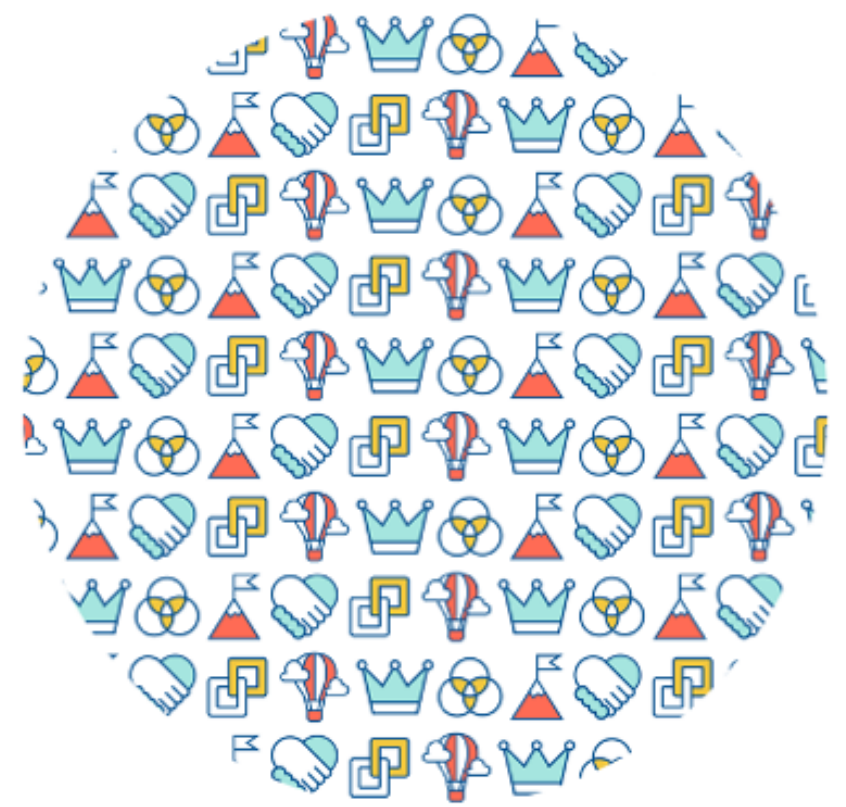
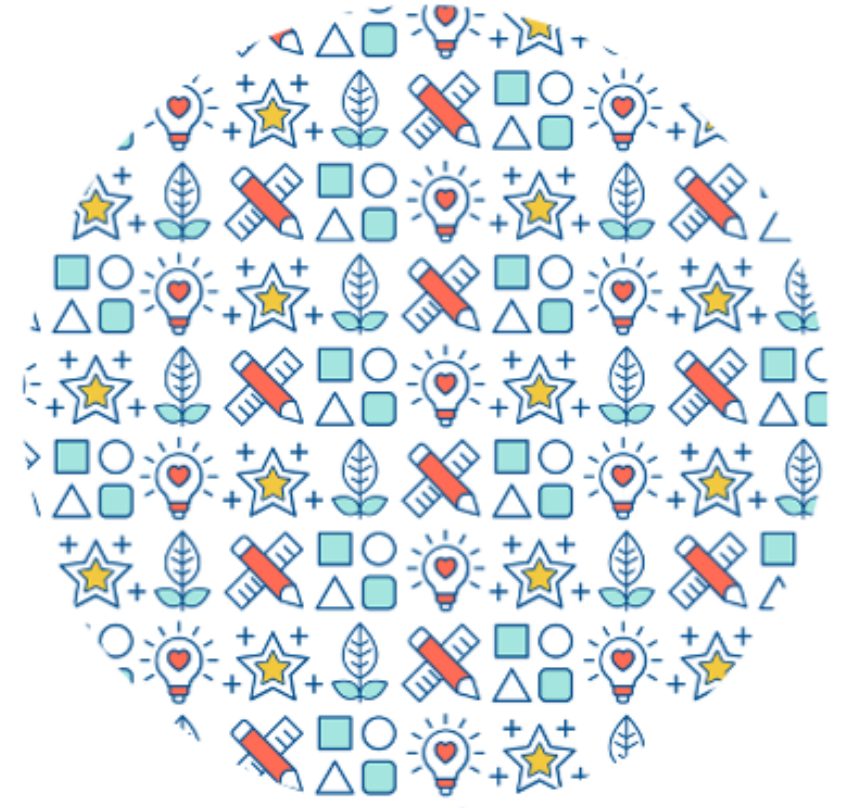
Community:

Encouraging, supporting, and listening to others; thinking of others before yourself

graphic elements

PATTERNS

The approach and values patterns have been developed to provide an additional graphic element which creates dynamism and interest when necessary.



Brand Guide

graphic elements

PATTERNS

The approach and values patterns have been developed to provide an additional graphic element which creates dynamism and interest when necessary.



Card with a patterned background of educational icons (lightbulb, pencil, star, leaf, triangle, square, circle) and a circular photo of two young girls smiling at a table. The card has a dark blue footer with text and logos.

Lorem ipsum dolor sit amet

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

growthps.org 



Card with a solid blue background and a photo of two young girls smiling at a table. The card has a dark blue footer with text and logos.

Lorem ipsum dolor sit amet

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

growthps.org 

Brand Guide

before



after



Brand Guide

before

In the rapidly growing and diverse region of Sacramento, GPS celebrates the power of community to develop creative, compassionate, and self-driven learners. GPS breaks away from a factory model of education in order to prepare students for a changing world. From a foundation of love and positive relationships, we use innovative, research-based practices to support students to build new skills.

after

GPS breaks away from a one-size-fits-all approach to education, serving students individually to truly prepare them—emotionally, socially, academically—for the changing world. We provide an educational experience that develops the whole child—their heart, their relationships, their brain—to support students as they blaze their paths and create fulfilling lives.

Brand Guide

before

We facilitate learner-driven education through projects, exploration, and self-directed learning in the classroom and in the community

We inspire academic confidence and challenge students to step out of their comfort zone

We embed social emotional learning and diversity by design practices to ensure every community member feels safe, productive, and known

We create and maintain a strong and collaborative staff culture

after



Diverse Community

Our staff, students, and families are as diverse and vibrant as the Greater Sacramento area we serve.



Restorative Practices

We work to restore relationships rather than punish behavior.



Social-Emotional Learning

We teach students to understand their emotions, build relationships, resolve conflict, and develop grit.



Project-Based Learning

We root lessons in real-world, hands-on examples rather than memorization.



Learner-Driven Education

We understand and embrace each student's differences and empower them to find joy in their own learning.

Brand Guide

“As the founder of Growth Public Schools, I knew this project would be an emotional one. In some ways, I was letting go of the GPS I first knew. But Friday’s clear process and the need to stick to a defined schedule helped me provide feedback strategically not reactively. There simply wasn’t time to look back until the end. And by that point, I was already in love with the new Growth Public Schools we had built together.”

DAVID RICHARDS

Founder of Growth Public Schools

— PART III

Closing Thoughts + Q&A

— Q:

What is the most important thing you are leaving with
to communicate to your Board Chair or your #2?

Q&A

Thank You!

— CONTACT US

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