ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Discovery Prep

Summary of Major Legal Changes in Renewal Petition

Santa Clara County Office of Education

Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A SANTA CLARA COUNTY BOARD OF EDUCATION-AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

Instructions to Lead Petitioner
1. Complete the SCCOE Charter Renewal Review Matrix Form (including petition page numbers).
2. Complete and sign this Petitioner Certification Form.
3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to SCCOE Charter Schools Department.

(A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school.	■ YES ☐ NO
(B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal.	■ YES ☐ NO
(C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year.	■ YES ☐ NO
(D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, Including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter.	■ YES ☐ NO

I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School:

Rocketship Discovery Prep

Janine Ramirez, San Jose Regional Director of Community Engagement	8/24/20	
Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Mefula Fairley Director	8.24.20	
Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition

CONTENTS

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

Pursuant to California Education Code Section 47607(b), as part of the Charter Schools Act of 1992, renewals of charter petitions are governed by the standards and criteria set forth in E.C. Section 47605.6. One such standard, found under E.C. 47605.6(b)(5), requires the charter to provide a reasonably comprehensive description of fifteen different "elements" of its operations (labeled herein as Elements A through O). This petition is structured to provide these descriptions, along with other assurances and explanations as required by E.C. 47605.6.

Charter renewals must also satisfy the requirements of E.C. Sections 47607 and 47607.2, which codify the changes to the legal standards for renewal set forth in Assembly Bill 1505. In accordance with E.C. 47607(c)(1) and 47607.2(b), chartering authorities are required to consider a school's performance on the state and local indicators, along with other measures of student achievement and growth.

While the Charter Schools Act is nearly thirty years old at the time of this submission, the intent of Legislature remains "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools." [E.C. 47601.]

The remainder of this petition describes how Rocketship Discovery Prep fulfills both the letter and the spirit of all relevant parts of the California Charter Schools Act.

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Janine Ramirez, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Rocketship Discovery Prep (the "Charter School" or "RDP"), submitted to the Santa Clara County Office of Education ("SCCOE" or "the County") and located within the San José Unified School District ("District") boundaries is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded renewal of the charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605.6(d)]

2. Rocketship Education, Inc. declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code §47605.6(b)(6)]

3. The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605.6(e)(1)]

4. The Charter School will not charge tuition. [Ref. Education Code §47605.6(e)(1)]

5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv).

6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

7. The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]

9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. Education Code §47605.6(l)]

10. The Charter School takes full and complete responsibility for its use of noncredentialed employees to provide services throughout the school day, including any impacts its use of such employees may have on the Charter School's funding.

11. The Charter School will at all times maintain all necessary and appropriate insurance coverage.

12. The Charter School will keep all necessary permits, licenses, and certifications related to fire, health and safety within the building and on school property.

13. The Charter School will meet or exceed the legally required minimum number of school days of instruction required by Title 5 California Code of Regulations Section 11960, and for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

14. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. [Ref. Education Code Section 47605.6(e)(3)]

15. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

16. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)]

17. The Charter School shall comply with any jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605.1]

18. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

19. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

20. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

21. The Charter School shall comply with the Public Records Act.

22. The Charter School shall comply with the Family Educational Rights and Privacy Act.

23. The Charter School shall comply with the Ralph M. Brown Act.

24. The Charter School shall comply with all portions of Education Code and State Board Title 5 Regulations which are not otherwise waived under Education Code Section 47610.

August 24, 2020

Lead Petitioner
JANINE RAMIREZ

INTRODUCTION

THE STORY OF ROCKETSHIP DISCOVERY PREP

The story of Rocketship Public Schools began in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish in San Jose California, created the Juan Diego Scholarship for local, underprivileged students to attend Santa Clara University. After an extensive search for candidates, Father Sheedy was surprised to discover that among the hundreds of children in his parish, not one of them met the basic academic requirements to qualify them to attend their hometown college, or any other top-tier university in the area.

Father Mateo began working to create a solution that included alternative neighborhood schools. Unfortunately, Father Mateo Sheedy passed away too soon, but his movement lived on. In 2006, his parishioners approached John Danner and Preston Smith — two educational entrepreneurs who were developing a new model for schools in low-income neighborhoods. Preston Smith was a young principal leading a promising turnaround at an Alum Rock Union School District elementary school. He learned firsthand that empowered teachers and engaged parents are what create student success.

Parents demanded a new school in their neighborhood, and after a year of hard work, persistence, and perseverance, Rocketship Mateo Sheedy was born. Students quickly showed strong results in academic achievement, becoming the highest-ranked low-income elementary school in Santa Clara County, and the seventh-ranked school in California.

Low-income students of color were making progress in an innovative way. As parents witnessed the impact of Rocketship on students, their demands for more schools grew louder and louder. With tenacity, deep parent support, and the persistence to overcome many obstacles, over the next ten years, nine more Rocketship Schools opened in San Jose. Each of these schools are unique in their own way, shaped by the visionary parents who call these San Jose neighborhoods home.

At Rocketship, we believe schools belong to the students and parents who demand a better education, who we are privileged to serve. Every campus exists because of family advocacy. Those same families have named their Rocketship schools and chosen a fifth core value (beyond the four core values shared by all Rocketship schools) to represent their communities and their dreams.

This movement of education equity for all students started with our families, who were looking for a better future for their kids; the push from Father Mateo Sheedy helped make that dream a reality. We are now 10 schools strong in San Jose, serving nearly 6,000 students across this city. Over the years, we've continued to evolve our academic model with new technology and innovation in order to best serve all of our students. Parents were at the forefront of this movement since day one and continue to be today. Two years ago, our original elementary school students finally made their way to college! Many continue to keep in touch and share their academic successes with us along the way. We anxiously await our celebration of the first Rocketship college graduating class in a few years!

ROCKETSHIP DISCOVERY PREP
In 2011, the fifth Rocketship campus opened in the Wooster neighborhood near Downtown San Jose. Parents and community members, hearing of Rocketship's progress in neighboring communities, decided to advocate for a school in their own neighborhood that focused not only on academics, but also on encouraging creative expression. Parents who fought to open this school selected the name Discovery Prep, choosing "creative expression" as the fifth core value. For these parents, "Discovery" represents students' potential to *discover* the greatness within their full authentic selves.

At Rocketship Discovery Prep (RDP), everything starts with our students. We meet students where they're at, providing them with the personalized academic instruction needed to succeed after elementary school. Academically, students at RDP are making significant progress. In the 2019-2020 school year, although COVID prevented spring NWEA MAP testing, winter MAP testing revealed key gains. RDP students' winter MAP testing put them on a trajectory to make 1.38 years' worth of reading growth by spring 2020. These 1.38 years of growth placed RDP in the top two of all ten Rocketship schools in the San Jose area. Academic gains are most pronounced for our youngest Rocketeers. Though only 4% of pre-K students at RDP met or exceeded developmentally-appropriate literacy levels (as measured by STEP testing [1]) in fall 2019, by spring 2020, this percentage rose to 56%. Academic progress is not limited to English/Language Arts. In fact, this year, Innovate Public Schools named RDP to its list of Top Bay Area Elementary Schools for Low-Income Latino Students in Math.

In addition to academic rigor, art lives and breathes throughout our classrooms. Art is built into daily instruction so that every Rocketeer has the opportunity to create, imagine and perform based on thematic units and their own personal interests. Every year we continue to think of new ways to intertwine math, humanities, and art to create a comprehensive student experience.

Parent engagement thrives at RDP. We proudly strive to be a second home for our families - a place where parents can express their opinions but also contribute to the school community. One of our most successful methods of elevating parent voice is through our monthly *cafecitos*. Prior to COVID-19, we had approximately 25-45 parents in attendance every month; after COVID-19, rather than just cancelling our *cafecitos*, we quickly pivoted to hosting weekly virtual *cafecitos*. We had 60-90 parents attend these virtual *cafecitos*! Parents love coming to our school. On a monthly basis, we also host our *Los Dichos* program, in which parents come to campus and read to our students in different languages, embodying different cultures and promoting the love for reading to our students. Before the pandemic, on a monthly basis, we had about 60 parent volunteers who would come to our school to read to students in their native language. We also host larger school events aimed at building community in a celebratory fashion, such as our Winter Wonderland. Families are excited to come and engage with their school because RDP has created a safe space and environment for families to feel comfortable and welcomed.

Focusing on the home/student/community experience is — and will always be — a priority at RDP. This begins at the start of the school year, with 100% of students receiving a home visit last year! True partnership cannot be one-sided, so this is an opportunity for teachers to deepen their

---

[1] The STEP test, developed at the University of Chicago's Urban Education Institute, is a research-based formative literacy for students through 5th grade.

understanding of what home life is for our students, and additionally, allows both parents and teachers to set up and share expectations for the upcoming school year.

RDP is a place where students can discover the greatness within themselves. The same can be seen in our parent leaders! At RDP, parents find their voice, which empowers them to advocate for their students in the classroom and beyond our school walls regarding issues that are important to them. Each year, we see RDP parent leaders building the courage to expand their voice into community issues. One such example is the RDP parents who worked together to start the Wooster Neighborhood Association. Through this association and partnership, we have seen several amazing contributions to the Wooster neighborhood, such as safe crosswalks, a national clean up day, a response to graffitti, and numerous community events held at RDP, which are open to the whole community. These contributions not only benefit RDP students and parents, but have made a positive impact in the neighborhood. RDP is not only providing a great education for students, but is also an active partner working to improve the community it calls home.

CRITERIA FOR RENEWAL

In accordance with Education Code 47607 and 47607.2, as amended by Assembly Bill 1505, and the July 2020 AB 1505 Charter School Performance Data File that was released by the CDE (effective July 1, 2020), RDP falls under the criteria for renewal for "Middle Performing" charter schools.[2]

"Middle Tier" Charters

EC §47607.2(b) applies to all charter schools for which EC §§47607(c)(2) and 47607.2(a) do not apply (*i.e.*, "Middle Performing" charter schools). For these schools:
- "[T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5." (EC §47607.2(b)(1))
- "The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal." (EC §47607.2(b)(2))
- "In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following: (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers." (EC §47607.2(b)(3)). **Please note that (B) will not apply to RDP, as the Charter School only serves students through grade 5.*

As detailed below, RDP's charter should be renewed for another 5-year period based on an analysis of each criterion set forth in EC §47607.2(b). RDP has demonstrated strong performance

---

[2] The California Department of Education released a list of performance category designations for all charter schools, as determined by the criteria outlined in AB 1505, available at https://www.cde.ca.gov/sp/ch/ab1505.asp.

on state and local indicators, both on a school-wide basis and among subgroup populations (referred to herein as "Student Groups"), and demonstrable academic growth based on DFS improvement and NWEA MAP performance.

STUDENT PERFORMANCE DATA

As noted above, EC §47607.2(b) provides that a chartering authority's decision to renew a school's charter shall be based upon the school's performance on the state and local indicators adopted under EC §52064.5 (both on a schoolwide basis and by Student Groups). Pursuant to EC §52064.5(f), the California Department of Education has created the California School Dashboard, which tracks school performance data on such state and local indicators.

CA DASHBOARD: STATE ACCOUNTABILITY SYSTEM

The three most recent California School Dashboard Reports for RDP are attached to this petition as Appendix 14, and a snapshot of the overview for RDP's California School Dashboard Report is provided below.

The Dashboard data from 2020 is not presented in this petition for two reasons. First, the 2020 data would not yet be available at the time of submission even under typical (non-COVID) circumstances, as the Dashboard is traditionally not released until December of each year. This is consistent with the framework that was promulgated under AB 1505 used for determining a charter school's performance status ("high," "middle," or "low") for the purposes of renewal, which is based off of data from "the two consecutive years *immediately preceding* the renewal decision" (emphasis added), presumably due to the Dashboard release timeline. Secondly, all state testing was cancelled in 2020 due to the COVID-related school closures.

We further note that the AB 1505 renewal framework does not set any minimum threshold, or any other objective standard of measurement, for Dashboard data for the purposes of determining renewal of middle-performing charter schools. Rather, EC §47607.2(b) instructs authorizers to *consider* the Dashboard data. Authorizers are further instructed to give greater weight to measures of academic performance under EC §47606.2(b)(2), but the statute remains silent on precisely what level of performance a charter school must show.

Therefore, the remainder of this section highlights the entirety of RDP's Dashboard data, through 2019, for all students and Student Groups. With respect to the academic measurement data, we note that RDP's Dashboards show consistently strong performance in Mathematics, relatively stronger ELA status compared to comparison schools, and solid progress toward English Language proficiency for the EL subgroup.

Per the California School Dashboard website, "Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year."[3]

STATE PERFORMANCE INDICATORS

EC §47607.2(b) requires authorizers to consider the schoolwide performance on the state indicators, with greater weight given to the academic indicators. RDP's ELA and Mathematics academic indicator performance levels have been consistent for all three years that the Charter School has received dashboard indicators. RDP has always achieved Green in Math. Furthermore, RDP earned a solid Yellow ELPI performance in 2019.

With respect to the non-academic indicators, the Charter School's Chronic Absenteeism performance level improved in 2019. Its Suspension Rate performance level was Green for the first two years. It was Yellow in 2019 because the school maintained a "medium" suspension rate from the prior year.

Table 1 - RDP's Historical State Indicator Performance Levels

---

[3] https://www.caschooldashboard.org/about/accountability.

Indicator	2017	2018	2019
Chronic Absenteeism	NA	Orange	Yellow
Suspension Rate	Green	Green	Yellow
ELA	Orange	Orange	Orange
Mathematics	Green	Green	Green
ELPI (current status)	NA	NA	Yellow

<u>Comparisons to State, Local Districts and Comparison Schools</u>

While EC §47607.2(b) does not mandate comparisons to the state or to the local districts that the Charter School students would otherwise attend, we have included the following dashboard data to provide another analysis of RDP's student achievement. The San Jose Unified School District (SJUSD) and the Alum Rock Union School District (ARUSD) are the two districts in which the majority of RDP students reside.

In 2019, RDP was equal to or outperformed the State and both local districts in Chronic Absenteeism, ELPI and the Math academic indicator. RDP also scored equal to the State and SJUSD on the Suspension Rate indicator. With respect to Math, RDP was the only entity that achieved Green.

Table 2 - 2019 State Indicator Performance Levels: State and Local Districts

Indicator	RDP	CA State	SJUSD	ARUSD
Chronic Absenteeism	Yellow	Orange	Orange	Orange
Suspension Rate	Yellow	Yellow	Yellow	Green
ELA	Orange	Green	Yellow	Orange
Mathematics	Green	Orange	Yellow	Orange
EL Progress (Current Status)	*Yellow*	*Yellow*	*Yellow*	*Orange*

The student population of RDP may greatly differ from the state and local districts due to student demographics and grades served. For instance, RDP has a higher share of economically disadvantaged students than SJUSD[4]. To provide a more direct elementary school comparison

---

[4] 78% of RDP students, compared to 42% of all SJUSD students, are eligible for free & reduced price meals (source: California

with similar student demographics, we also include the 2019 dashboard results for the top five schools RDP students would have otherwise attended. All of these schools are elementary schools and serve largely similar student populations as RDP (see below table). Close to 21% of RDP students in 2019 would have attended Empire Gardens (SJUSD), and Anne Darling (SJUSD), Selma Olinder (SJUSD), Walter L. Bachrodt (SJUSD) and Ben Painter (ARUSD) each account for approximately 6% of RDP students.

Department of Education Data Reporting Office).

Table 3 - 2019-2020 Demographics: Comparison Schools

Demographic	RDP	Empire Gardens	Darling	Olinder	Bachrodt	Painter
% Hispanic	**80%**	84%	83%	87%	80%	50%
% Asian/Pacific Islander	**13%**	6%	11%	7%	5%	47%
% African-American	**1%**	1%	1%	1%	3%	1%
% Socioeconomically Disadvantaged	**82%**	85%	83%	86%	58%	81%
% English Learners	**60%**	52%	57%	61%	44%	31%
% Students with Disabilities	**9%**	18%	15%	18%	8%	8%

Sources: California Department of Education Data Reporting Office (DataQuest) and California School Dashboard. Students who are white, multiracial, or did not report their race are not included in this table.

RDP was equal to or outperformed all comparison schools on Chronic Absenteeism and Math Indicators.

Table 4 - 2019 State Indicator Performance Levels: Comparison Schools

Indicator	RDP	Empire Gardens (SJUSD)	Anne Darling (SJUSD)	Selma Olinder (SJUSD)	Walter L. Bachrodt (SJUSD)	Ben Painter (ARUSD)
Chronic Absenteeism	Yellow	Red	Orange	Yellow	Orange	Orange
Suspension Rate	Yellow	Green	Yellow	Yellow	Green	Blue
ELA	Orange	Orange	Orange	Orange	Orange	Yellow
Mathematics	Green	Orange	Orange	Orange	Orange	Green
EL Progress (Current Status)	*Yellow*	*Yellow*	*Yellow*	*Yellow*	*Green*	*Green*

Chronic Absenteeism

RDP's Chronic Absenteeism performance level moved to a Yellow in 2019, with improvements within the Asian and SED subgroups. No subgroup at RDP scored more than one level below the school-wide indicator.

Table 5 - RDP Chronic Absenteeism Indicator

Subgroup	2017	2018	2019
All	NA	Orange	Yellow
Asian		Green	Blue
EL		Orange	Orange
Hispanic		Orange	Orange
SED		Red	Yellow
SwD		Yellow	Orange

Suspension Rate

RDP's suspension rates within subgroups have varied. In 2017 and 2019, no subgroup was more than one level below school-wide indicator. But in 2018, the Asian and SwD subgroups were both two levels below the school-wide performance level. We note that the Asian subgroup was Orange because it went from a rate of 0% to 1.6% (1 student suspended). The SwD subgroup was Orange due to a very high, but declining, suspension rate. The SwD suspension rate continued to decrease the following year, resulting in a very low suspension rate and a Blue performance level in 2019.

Table 6 - RDP Suspension Rate Indicator

Subgroup	2017	2018	2019
All	Green	Green	Yellow
Asian	Blue	Orange	Yellow
EL	Green	Green	Orange
Hispanic	Yellow	Green	Green
Homeless	Green	Not reported	Not reported

SED	Green	Green	Orange
SwD	Yellow	Orange	Blue

RDP has consistently maintained a medium suspension rate. After several years of declining rates and earning a Green performance level, RDP held steady at 2.0% in 2018-19 and achieved Yellow. Suspension rates at RDP are equal to or lower than the rates at the State and two comparison districts.

RDP's suspension rates from 2016-2019 are as follows:

- 2016-2017: 2.7% (Medium)
- 2017-2018: 2.0% (Medium)
- 2018-2019: 2.0% (Medium)

Based on 2019-20 records before the mandatory Shelter in Place and COVID school closures in March of 2020, RDP was on track to further reduce suspension rates this past school year to 0.4% (Very Low).

ENGLISH LANGUAGE ARTS

As described above, EC §47607.2(b)(2) requires that greater weight be given to the academic indicators on the state dashboard. The RDP ELA Academic Indicator performance level has consistently been Orange, with no reported subgroup scoring below school-wide indicator in the Charter School's dashboard history. There have also been several instances where subgroups have performed above the school-wide level. The EL and Hispanic subgroups in 2019 were Yellow due to DFS increases from the prior year.

Table 7 - RDP ELA Academic Indicator

Subgroup	2017	2018	2019
All	Orange	Orange	Orange
EL	Orange	Orange	Yellow
Hispanic	Orange	Orange	Yellow
SED	Yellow	Orange	Orange

We note that EC §47607.2(b) does not establish a threshold or minimum level of achievement that charter school dashboards must demonstrate in order to be granted renewal. Rather, the statute sets forth a framework in which authorizers must consider all relevant dashboard data, with greater weight given to academic indicators. Thus, while RDP continues to evaluate and make

adjustments to its ELA programming in an effort to increase its ELA outcomes, the Charter School's dashboard data on this indicator should be considered along with its outcomes on the other academic indicators (Math and ELPI), which are presented below. Especially with regards to the Math indicator, we note that RDP has demonstrated strong performance among all students and all subgroups.

MATHEMATICS

The RDP Mathematics Academic Indicator performance level has consistently been Green. All subgroups have performed at the same level as schoolwide, with the exception of the Hispanic subgroup, which has consistently been only one level below (Yellow).

Table 8 - RDP Mathematics Academic Indicator

Subgroup	2017	2018	2019
All	Green	Green	Green
EL	Green	Green	Green
Hispanic	Yellow	Yellow	Yellow
SED	Green	Green	Yellow

Historical DFS Comparisons: Academic ELA and Mathematics Indicators

The information presented below shows the "current status" as another demonstration of the school's achievement on the academic dashboard indicators, which we present as another form of analysis for the authorizer to consider under EC §47606.2(b)(2). In contrast to the official performance indicator levels, which are contingent upon a valid Change metric based on two years of state testing data, a school's Status can be calculated as the average distance from standard (DFS)--the difference between a student's scale score and the minimum threshold score grade level proficiency. The average DFS provides a direct comparison of absolute academic achievement between RDP and comparison schools and local districts.

Table 9 - RDP Average Mathematics DFS (Current Status)

School/District	2017	2018	2019	2019 Difference from RDP
RDP	+5.8	+9.7	+1.2	-
Empire Gardens (SJUSD)	-70.7	-71.8	-83.5	-84.7

Anne Darling (SJUSD)	-66.4	-69.7	-71.9	-73.1
Selma Olinder (SJUSD)	-67.6	-66.4	-73.6	-74.8
Walter L. Bachrodt (SJUSD)	-56.3	-47.9	-48.1	-49.3
Ben Painter (ARUSD)	-41.0	-36.1	-23.9	-25.1
SJUSD	-15.4	-19.5	-20.9	-22.1
ARUSD	-49.5	-49.6	-51.7	-52.9
CA State	-38.0	-36.4	-33.5	-34.7

As the table above shows, RDP significantly outperformed all comparison schools, both local districts, and the State in Math by a large margin during the past three years. RDP's DFS in Math has consistently been categorized as "high."

Table 10 - RDP Average ELA DFS (Current Status)

School/District	2017	2018	2019	2019 Difference from RDP
RDP	-9.6	-27.1	-24.2	-
Empire Gardens (SJUSD)	-41.6	-41.3	-44.6	-20.4
Anne Darling (SJUSD)	-39.2	-44.7	-45.6	-21.4
Selma Olinder (SJUSD)	-52.5	-55.2	-59.0	-34.8
Walter L. Bachrodt (SJUSD)	-46.5	-38.0	-41.9	-17.7
Ben Painter (ARUSD)	-36.8	-32.1	-10.0	+14.2

SJUSD	+8.4	+10.6	+9.1	+33.3
ARUSD	-28.5	-29.2	-28.9	-4.7
CA State	-17.0	-6.0	-2.5	+21.7

As reported in prior sections, RDP has consistently scored Orange on the ELA Academic Indicator. All comparison schools except Ben Painter (ARUSD) also scored Orange in 2019 as shown in Table 3. Although all earned the same Orange performance level in 2019, Table 9 above demonstrates that RDP scored a higher DFS than the other four comparison schools. In 2017 and 2018, RDP outperformed all comparison schools. RDP's DFS declined after 2017 but the Charter School has maintained a similar DFS as ARUSD

ENGLISH LEARNER PROGRESS

The English Learner Progress Indicator (ELPI) measures the percentage of EL students making sufficient progress on ELPAC. The ELPI based on ELPAC first appeared on the CA school dashboard in 2019 and was reported as a school's baseline year data. Performance level colors were not given due to the absence of a change metric, but the CDE decided to use the ELPI status level "as a proxy for color" for the 2019 charter school performance categories.[5] We provide the ELPI status data below while noting it is an incomplete indicator and providing additional evidence of RDP's EL student proficiency and progress.

Table 11 - 2019 ELPI Status

RDP	Empire Gardens (SJUSD)	Anne Darling (SJUSD)	Selma Olinder (SJUSD)	Walter L. Bachrodt (SJUSD)	Ben Painter (ARUSD)	SJUSD	ARUSD	CA State
49.1%	48.7%	47.0%	47.8%	56.8%	59.3%	50.9%	41.2%	48.3%

As shown in the table above, RDP achieved a similar ELPI result as three comparison schools, SJUSD, and the State, and scored higher than ARUSD, with nearly half of its EL students meeting the criteria for "progress."

In addition to the medium/Yellow ELPI status, RDP's EL subgroup has demonstrated growth on the ELA DFS and proficiency on CAASPP. The table below shows that RDP'S EL average DFS improved by 7.9 points in 2019, the second highest improvement behind only Ben Painter (ARUSD). RDP also had the second highest average DFS status and tied for the highest CAASPP proficiency among all comparison schools, local districts and the state.

Figure 1 - 2019 EL DFS Status & Change and EL CAASPP Proficiency

---

[5] California Department of Education, "Determining Charter School Performance Category", <https://www.cde.ca.gov/ta/aC/cm/documents/determinecharterperf.pdf>

	ELA DFS Status	ELA DFS Change	CAASPP ELA % Met/Exceed (3rd-5th grade)
RDP	-25.2	7.9	30%
Empire Gardens (SJUSD)	-42.2	3.7	30%
Anne Darling (SJUSD)	-49	1	13%
Selma Olinder (SJUSD)	-60.8	-2.3	14%
Walter L. Bachrodt (SJUSD)	-55.9	-6.1	9%
Ben Painter (ARUSD)	-15.8	27.1	8%
SJUSD	-52.4	-3.9	18%
ARUSD	-51.5	-2.2	6%
CA State	-45.1	3.1	17%
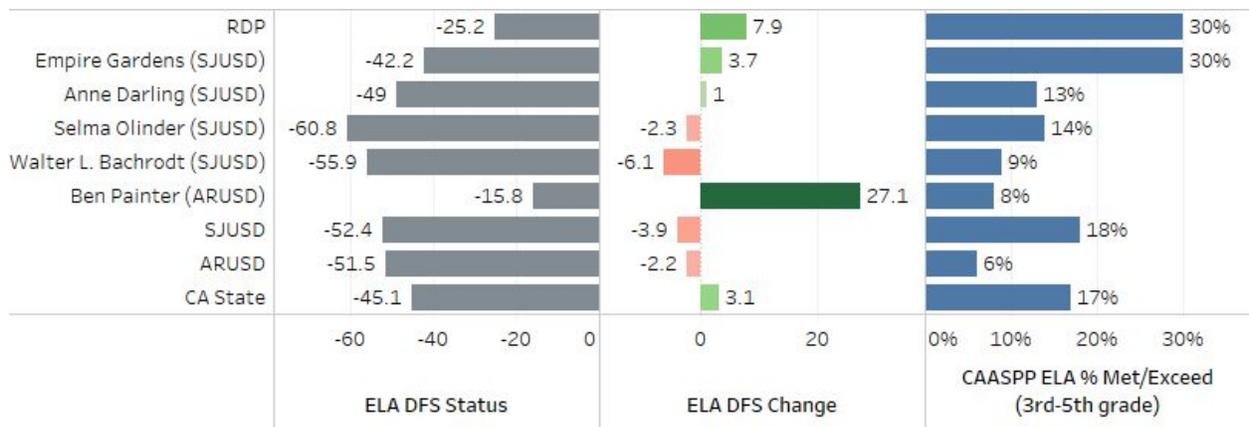
LOCAL INDICATORS

EC §47607.2(b)(1) also requires the authorizer to consider performance on the local indicators.Performance on local indicators is rated through one of three designations: (1) Standard Met; (2) Standard Not Met; or (3) Standard Not Met for Two of More Years.[6]

As shown in the table below, RDP has met all of the local indicators from the past three dashboard years with the exception of two in 2017. For the 2017 "parent and family engagement" indicator, the Charter School's goal, based on a 2016-17 baseline, was to have 27% of parents attend at least one event per month. 26% of parents responded (on an internal parent survey) saying that they attended at least one school event per month. Therefore, RDP missed its goal by 1 percentage point. For the 2017 local climate survey, RDP's goal was 93% of parents feeling safe at school and 92% of students feeling safe at school based on 2015-16 baselines. The Charter School's reported rates were that 82% and 74% reported feeling safe, respectively, thereby missing the schoolwide goal. We note that both of these indicators were met in the following two years.

Table 12 - RDP Local Indicators (2017-2019)

Category	Local Indicator	2017	2018	2019
Academic Performance	Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Conditions and Climates	Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
	Parent and Family Engagement	Standard Not Met	Standard Met	Standard Met
	Local Climate Survey	Standard Not Met	Standard Met	Standard Met

Academic Engagement	Access to a Broad Course of Study	NA	Standard Met	Standard Met

MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

EC §47607.2(b)(3) requires that charter schools provide "clear and convincing evidence" of academic progress of at least one year's growth for each year that the school has been in operation, as measured by verified data. In contrast to the Dashboard requirements of EC §47606.2(b)(1) and (2), this component of the renewal framework does include a threshold - one year. However, this component of the framework does not yet include a specific list of assessments that must be used to provide such data (though the State is currently in the process of developing such a list at the time of our submission), nor does it describe the type of student groups that must meet this one-year standard.

Thus, the remainder of this section provides a multitude of data from various verified assessment measures and for different student populations. The data demonstrates that RDP's continuously enrolled students typically make at least one year's growth.

ACADEMIC INDICATOR DFS
If a student's individual DFS is constant or increases from the prior year, the student achieved at least one year of grade-level growth. Similarly, if the DFS of a school or subgroup is constant or increasing, the entity has met a year of growth on average. Furthermore, a DFS increase of 15 points or more is classified as "increased significantly" for the ELA and Mathematics Academic Indicator change metrics. RDP's overall school results show one year of growth two out of three years for ELA and one out of three years for Math. While RDP's Math scores do not always improve, the schools' Math DFS scores are usually positive and changes are within 11 points of the prior year.

Table 13 - RDP Average DFS and Change (2016-2019)

Subgroup	2016	2017	2017 Change	2018	2018 Change	2019	2019 Change
ELA							
All	-12.4	-9.6	+2.8	-27.1	-17.5	-24.2	+2.9
EL	-13.3	-11.3	+2	-32.6	-21.3	-25.2	+7.4
Hispanic	-17.8	-20.9	-3.1	-44.7	-23.8	-37.1	+7.6
SED	-15.7	-11.9	+3.8	-28.6	-16.7	-30.3	-1.7
Mathematics							

All	+14.8	+5.8	**-9**	+9.7	**+3.9**	+1.2	**-8.5**
EL	+10.9	+5.9	**-5**	+6.1	**+0.2**	+4.5	**-1.6**
Hispanic	+5.6	-5.4	**-11**	-4.7	**+0.7**	-10.1	**-5.4**
SED	+11.5	+4.8	**-6.7**	+5.0	**+0.2**	-5.4	**-10.4**

Because the specific students included in a school or subgroup DFT calculations will change each year, it is informative to look at how the average DFS progresses for continuously enrolled cohorts.

Table 14 - RDP Growth of DFS (CAASPP) for Continuing Students Enrolled

School Years	3rd Grade	4th Grade	Change	4th Grade	5th Grade	Change
ELA						
2016 to 2017	-7.7	+2.7	+9.0 improvement	-31.1	-25.7	+5.4 improvement
2017 to 2018	-28.1	-29.0	-0.9 maintained	+6.6	+4.7	-1.9 maintained
2018 to 2019	-40.3	+1.9	+42.2 improvement	-59.1	-26.1	+33.0 improvement
Mathematics						
2016 to 2017	+22.2	+23.3	+1.1 maintained	-3.3	-13.7	-10.4 decline
2017 to 2018	-5.1	+6.5	+11.6 improvement	+30.1	+10.9	-19.2 decline
2018 to 2019	+19.0	+28.2	+9.2 improvement	-14.5	-36.3	-21.8 decline

The table above shows 6 different cohorts with growth during the period of RDP's charter ("continuously enrolled students"). The continuously enrolled students maintained or improved DFS between 3rd-4th grade in both subjects. The continuously enrolled students maintained or improved DFS between 4th-5th grade in ELA.

NWEA MAP

As described above, EC §47607.2(a)(3) requires charter schools to provide clear and convincing evidence of one year's progress for each year in school, as demonstrated by "verified data." EC §47607.2(c) further defines "verified data" as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." The SBE is scheduled to release an approved list of valid assessments by January 1, 2021, after the submission of this petition.

We anticipate that the Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") will be on the SBE's list of approved assessments. NWEA MAP data meets the statutory definition of verified data. NWEA MAP is a nationally-normed assessment recognized across the nation as a high-quality and valid assessment. More than 8,500 schools in the United States, including more than 450 districts and school partners in California, use NWEA MAP.[7]

RDP's students have achieved at least one year of growth as demonstrated by the school's NWEA MAP data. Based on NWEA norms, students achieve one year of growth if they grow exactly the amount of the typical score increase of their national peers. Table14 below shows how RDP students and major subgroups made at least one year's progress as measured by the NWEA MAP assessment.

We also note that the Charter School was on track for making one year of growth at mid-year in 2019-20 based on its Fall-to-Winter projected growth of 1.31 and 1.38 in Mathematics and Reading, respectively.

Table 15 - NWEA Growth Years at RDP (2016-2020)

Student Group	2016-17	2017-18	2018-19	2019-20*
Mathematics				
All students	1.39	1.20	1.27	1.31
EL	1.40	1.17	1.26	1.23
Hispanic	1.36	1.15	1.21	1.28
FRL	1.35	1.17	1.24	1.29
Reading				
All students	1.27	1.11	1.15	1.38
EL	1.23	1.08	1.10	1.26

---

[7] https://www.nwea.org/state-solutions/california/

Hispanic	1.21	1.07	1.11	1.33
FRL	1.26	1.06	1.10	1.36

* Growth reported is Fall-to-Winter because spring assessment unable to be administered due to COVID school closures

RDP AS PART OF THE ROCKETSHIP PUBLIC SCHOOLS NETWORK

Rocketship Discovery Prep is part of a network of high-performing charter schools that is centrally governed and operated by Rocketship Education d/b/a Rocketship Public Schools ("Rocketship" or "RPS"), a non-profit public benefit corporation with 501(c)(3) status. As further described in below, Rocketship Public Schools is governed by a Board of Directors comprised of diverse and experienced community leaders with a broad range of expertise in relevant fields, including academics, education reform, community engagement, finance, management, real estate, law, and fundraising.

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students' parents regarding issues of significance and to weigh the input and opinions carefully before taking action. We have also expanded our Regional Advisory Board, which is comprised of the parent presidents of the School Site Council of each of the Rocketship schools in San Jose. The primary responsibility of the Regional Advisory Board is to serve as a formal structure giving voice to Rocketship student, family, and community needs in cities and counties where Rocketship operates a school. The Advisory Board frequently provides advice and counsel to Rocketship's executive leadership; provides meaningful input to the Board of Directors on topics such as plans and strategies for parent engagement, program and operational improvements, and staff development; builds local partnerships to enhance the quality and sustainability of Rocketship schools; and speaks publicly at local events, political forums, and site visits to provide a local perspective to regional issues.

In addition to benefiting from a deeply experienced Board of Directors, the Charter School receives management services from our centralized network staff. As we have expanded our network and reach over the past decade, we have focused on building organizational capacity to maintain high-quality schools while also fueling growth. We have worked to develop and consistently apply strong functional expertise in each of the areas that comprise the complexity of school management (i.e. academic and social-emotional instruction, talent, community relations, finance, strategy, operations, legal, technology, human resources). Our centralized management structure is further described below.

ELEMENT A: THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."

"The annual goals for the charter school 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. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."
- Education Code Section 47605.6(b)(5)(A)(i)-(ii)

MISSION, VISION, AND MODEL

There is a significant and growing gap in student achievement in our country. It's a gap between ethnic groups, between income levels, even between neighboring communities in the same city. Regardless of which side we're on, ultimately, the achievement gap affects us all.

The achievement gap is bigger than grades and standardized tests. It affects dropout rates, college graduation, employment, lifetime earnings, and quality of living. And it's a perpetual cycle, persisting for generation after generation in the same community.

MISSION STATEMENT

To catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

Rocketship's mission is to eliminate the achievement gap by graduating all students at or above grade level. Our goals include the following:
- Rocketship students will graduate from Rocketship at or above grade level.
- Rocketship students will become self-motivated, competent, and lifelong learners.
- Rocketship students will develop a deep love of learning.
- Rocketship will provide parents with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni both to become leaders in their community and help others achieve their goals.

VISION STATEMENT
Eliminate the achievement gap in our lifetime.

ROCKETSHIP MODEL

The Rocketship model is built on three foundational pillars of excellence, which we believe are the

key to our continued success as we work to close the achievement gap in California and beyond.

Rocketeer Students: Personalized Learning and Growth. We all learn in our own unique ways. From the time we're children until long after we leave school, each person has their own way of learning and advancing. Unfortunately, the traditional school system doesn't allow for that. Our students (called Rocketeers) get personalized instruction targeted to their needs and tailored to their unique learning styles. Our blended learning model combines traditional instruction, technology and tutoring, allowing every Rocketeer to learn at their own pace. And best of all, this model works for all students in the Rocketship program, whether they are catching up or racing ahead.

Teachers and Leaders: Elevating and Celebrating Instruction. Teachers and leaders are one of the most important factors in student success. To ensure our students have access to the best teachers and leaders, we provide dedicated coaching, professional development, and leadership programs to help them grow professionally and personally—regardless of their experience level. We elevate and celebrate teaching, providing exciting and rewarding careers where educators feel empowered, appreciated, and valued. We help our teachers grow using embedded learning opportunities, personalized coaching and customized training as part of the regular workday. And we grow our leaders from within our schools, providing on-the-job leadership and principal training programs with a clear path towards long-term career goals.

Rocketeer Parents: Leaders in the Home, the School, and the Community. Engaged parents are essential to eliminating the achievement gap. We work with our parents to help them become powerful advocates for their children and their communities. We work directly with parents, helping them become leaders at home, in the schools, and in the community. This includes helping with homework, managing the household and serving as a positive role model for their children, leading community meetings, planning school-wide events, advocating for their children's needs, assisting in the teacher and leader interview process, being active members in the community, participating in advocacy groups and school boards, and standing up for their students and their schools.

TARGET SCHOOL POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

As described above, Rocketship's program is designed to serve students who are or may be at risk of achieving below grade level. The average Rocketship student is between one and two years behind grade level upon entry. Although all Rocketship schools are open to all students, and we do not discriminate on the basis of race, ethnicity, or any other actual or perceived characteristic, we do target students from predominantly low-income neighborhoods where access to high-quality, high-performing schools is limited. We believe that these students will derive the most benefit from our model, which is further described in our petition.

The vast majority of students that we serve are socioeconomically disadvantaged. As shown below, our network has experience working with students from a diverse range of backgrounds, including Hispanic/Latino, Black/African American, and Asian students as well as English learners and a full continuum of students with disabilities.

Figure 19

Rocketship Discovery Prep Demographic Data* 2015-2020

School Year	% Hispanic	% Black/African American	% White	% Asian	% EL	% SED	% SPED
2015-2016	83.0%	1.6%	2.5%	10.3%	52.4%	88.1%	8.2%
2016-2017	78.0%	2.5%	2.1%	10.0%	57.5%	84.9%	7.5%
2017-2018	81.0%	1.0%	1.4%	11.9%	61.0%	85.5%	10.1%
2018-2019	79.7%	1.3%	1.5%	12.4%	52.0%	82.0%	7.3%
2019-2020	80.6%	1.0%	1.4%	13.0%	60.6%	81.6%	9.2%

Source: Rocketship official demographic data
Definitions: EL = English learner, SED = socioeconomically disadvantaged, SPED = special education students

ROCKETSHIP'S HISTORY SERVING OUR TARGET POPULATION

Rocketship has a long history of successfully serving our target population throughout the Bay Area.

As of the 2019-20 school year, Rocketship operates thirteen schools in California, serving 6,703 students total. 79% of these students are socioeconomically disadvantaged, 56% are English Learners, and 9% are students with disabilities. Ten of these schools are in San Jose, where we have grown to become a well-established presence over the past decade. We also have a campus in Redwood City, which opened in the 2015-16 school year. In the 2016-17 school year, we opened a new school in Concord as part of our movement to expand and serve students deep into the East Bay. Also, in furtherance of this movement, we opened Rocketship Delta Prep in Antioch in 2018.

Five years ago, California launched a new state assessment aligned to Common Core State Standards. And for the fifth year in a row, our Rocketeers' performance improved in both math and English Language Arts (ELA). Our Rocketeers continue to outperform similar students in every district where we operate by large margins. Once again, Rocketship ranks in the top 10% of all California elementary school districts and charter schools who serve a population of predominantly disadvantaged students.

Furthermore, our Rocketeers stay ahead in middle school. Rocketship engaged SRI International, an independent nonprofit research center, to conduct a three-year study on the performance of our Rocketeers in middle school. The study followed nearly 2,000 students in seven San Jose middle schools with high concentrations of Rocketship graduates. SRI rigorously investigated academic performance, social and emotional skills, and student confidence navigating the middle school transition. Rocketeers are a year ahead of their classmates in math and reading after the

first and second years of middle school. Over 80% of Rocketeers reported high levels of key character skills associated with long-term success including self-efficacy, motivation, and grit. And the vast majority of Rocketeers attribute their preparedness for middle school to their elementary experience on every factor examined, including: preparing them to work hard (91%), learn new things (90%), work in groups (89%), study for tests (85%), keep track of assignments (88%), and learn independently (77%).

TARGET ENROLLMENT

Figure 20 shows RDP's enrollment over the past five years.

Figure 20

	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
TK	n/a	22	30	25	28
K	109	104	88	108	79
1	75	111	97	83	104
2	88	56	105	95	75
3	93	80	57	101	101
4	102	85	81	54	96
5	46	24	47	58	23
Total	**513**	**482**	**505**	**524**	**506**

Currently, Rocketship uses PowerSchool for student attendance accounting and reporting.

For more details on our enrollment projections and grade level breakdowns over the past five years, please see our Budget Narrative attached as Appendix 1.

OUR EDUCATIONAL PHILOSOPHY

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

We believe that an educated person in the 21st century possesses a depth and breadth of academic and critical life skills that will enable him/her to develop into a self-motivated, competent, lifelong learner.

The academic skills that we strive for our students to develop are rooted in critical thinking, problem-solving, and metacognition. To meaningfully contribute to and participate in this increasingly global society, we believe that students must not only possess an extensive knowledge base, but also skills on how to analyze and access more information. Students must be prepared to apply things they have learned to solve novel problems, think critically and creatively, and communicate precisely and effectively across many different mediums. Students must be prepared to work with and adapt to rapidly-changing technological resources. Students should also have the ability and disposition to explore the thinking and learning process and to explain their rationales to others.

The critical life skills that we strive for our students to develop are rooted in sense of self, relationship and social skills, and commitment to learning. We believe that students must be able to work cooperatively and collaboratively with diverse backgrounds, perspectives, and cultures. They will need strong and resilient social and emotional skills to be prepared to formulate healthy relationships at school, at home, and in the workplace. Through it all, students must remain focused and motivated as they learn and grow both inside and outside the classroom. Students should be motivated to pursue goals and take responsibility for academic, social, and emotional self-development.

Rocketship's program focuses on academic and critical life skills designed to help students flourish in multiple aspects of their lives during their time at Rocketship and beyond.

For more details on our response to the COVID-19 pandemic and our educational approach for the 20-21 school year, please refer to Appendix 13: COVID-19 Response.

PERSONALIZED LEARNING

At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This carefully orchestrated combination of instructional methods is made possible through robust and regular data streams that highlight where students need support to achieve mastery – from concept acquisition all the way through practice and repetition. This is how we ensure we are optimizing our teachers' talent and instructional time, targeted in our tutoring, and purposeful in our use of technology.

Personalization is critical to our Rocketeers' success. We enroll students at all grade levels every year. Many of our students, particularly those in the upper grades, arrive at Rocketship performing far below grade level and with a diverse set of needs. We address these gaps by coupling a holistic instructional model that addresses academic and social-emotional needs via purposeful student groupings in class with thoughtfully-planned instructional opportunities in the Learning Lab through adaptive online programs and tutoring. By providing multiple opportunities to pursue mastery of content, Rocketship's approach to personalized learning allows Rocketeers to make gap-closing gains in academic performance. Importantly, we strive for this growth for every single Rocketeer, every single school year. We do not just enroll kindergarteners and count on five years at Rocketship to realize the results we are after.

Our instructional model is based on our beliefs that learning best occurs in the following ways:
- Through a thoroughly-planned, standards-aligned academic curriculum that centers on higher-order critical thinking and complex problem solving and that authentically integrates a variety of content throughout the school day.
- Through instruction in critical life skills that include teaching core values, strong behavioral skills, and habits of excellence.
- Through personalized instruction that includes targeted interventions and blended classroom-based and adaptive online learning.
- Through differentiation and integrated supports for special student populations.
- Through data-driven instruction, planning, and analysis.
- Through careful selection of educators, and consistent and rigorous intellectual professional development and growth opportunities to keep teachers and staff members invested and effective.

CURRICULUM AND INSTRUCTION

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California's adoption of the Common Core State Standards ("CCSS") for English/Language Arts and Mathematics; the Next Generation Science Standards ("NGSS"); English Language Development ("ELD") and state standards and framework for other content areas including Social Studies and Visual and Performing Arts.[8]

In order to meet the rigor of the CCSS and the wide range of complex cognitive skills that require students to both engage in and articulate higher-order thinking across content areas, our classroom instructional practices teach students to not only build skills but then to apply their understandings in a diverse variety of tasks and settings. These practices also help further the academic skills that, as described above, we believe all educated persons in the 21st century must possess.

Along with our students, our teachers are required to make their own cognitive leaps as they align their classroom practices to the rigor of the CCSS and CAASPP. Rocketship's centralized network Achievement Team is tasked with designing an intellectual preparation process to best set

---

[8] Pursuant to CA Education Code 60605.

teachers and students up for short and long-term success. The Achievement Team partners with teachers and School Leaders (school principals and assistant principals) to develop plans and materials that span from long-term curriculum maps to daily lessons. Teachers also meet regularly throughout the school year with their school-based coaches and members of the Achievement Team to explore content covered in various units, thinking about questions like *"what are the key understandings and skills needed for the relevant standards?"* and *"what should students be able to do/produce if they have mastered the standard?"*

Additionally, the Achievement Team maps out the actual sequence of the particular unit, determining which content teachers will teach on each day to solidify student understanding. The Achievement Team works year-round to dissect, analyze, and further investigate the standards for all content areas that we teach, including English/Language Arts, English Language Development, Mathematics, Science, Social Studies, and Visual and Performing Arts. The Achievement Team, along with Rocketship's network Schools Team and Analytics Team, also design and analyze standards-based assessments throughout the year to help design instruction and track student progress. Through it all, we constantly share our learnings with teachers and School Leaders and develop processes for receiving feedback from the "ground level." We make adjustments as necessary to ensure that our teachers continue to feel motivated, supported, and prepared and our students continue to make significant growth.

The below sections provide further details on our curriculum and instruction.[9]

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

Core Beliefs about Literacy Instruction
1. We believe that all students can and must learn lifelong reading habits and a love of reading, which only happens when families, educators and teachers in our community cultivate lifelong reading habits and a love of reading with our students.
2. We believe teachers must provide necessary and appropriate scaffolds for students to experience productive struggle with rigorous text and content.
3. We believe that all components of language development--reading, writing, speaking and listening--reinforce students to become fervent readers and confident communicators.
4. We believe rigorous discourse is at the heart of great instruction, which must be buoyed by rich language and accountability for ideas by all participants.
5. We believe all instructional choices should build independence in learners to set them up for future success.

Each of the elements of our reading and writing instruction are focused on the CCSS for English/ Language Arts (ELA) and Literacy. For each of the strands called for in the CCSS (reading, writing, speaking and listening, and language, each further described below), our instruction includes the

---

[9] These sections describe our instruction as it is currently being implemented in accordance with the CCSS. We constantly monitor any changes in the state standards and assessment systems and may at times adjust elements of our instruction, curriculum, and/or teaching materials to ensure that teachers and students are best being equipped for mastery. In accordance with Education Code Section 47607, we will notify our authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

College and Career Readiness anchor standards and their accompanying grade-specific standards to ensure that our students are on track to meet end-of-year expectations. The ELA/ELD framework has also provided guidance to instructional materials and the key themes of the ELA/ELD framework are embedded throughout the instructional program. Specific ELD standards are selected for each unit to amplify the core CCSS-ELA standards and are sequenced to help students reach English proficiency as quickly as possible.

Transitional Kindergarten: In accordance with Cal. Ed. Code Section 48000(f), we have aligned our transitional kindergarten curriculum to the California Preschool Learning Foundations standards in the following areas: (1) develop an understanding of the organization and basic features of print, spoken words, syllables, and sounds (phonemes); (2) extend their understanding and usage of language to communicate with others effectively, use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts; (3) develop age-appropriate grammar, recognize print conventions conventions and understand that print and understand that print carries carries meaning; (4) develop an understanding of age-appropriate text read aloud, motivation for literacy activities, and broad range of literacy activities; (5) demonstrate increasing writing skills.

Reading Strand. In accordance with the CCSS for ELA/Literacy, our reading instruction for both literature and informational text focuses on the anchor and grade-specific standards in the following areas: (1) key ideas and details (i.e. determining central ideas and themes, making logical inferences from text, analyzing how ideas and characters develop); (2) craft and structure (i.e. analyzing meaning, structure, and point of view of a text); (3) integration of knowledge and ideas (i.e. evaluating content, comparing information from multiple sources); and (4) range of reading and level of text complexity (i.e. reading and comprehending complex literary and informational texts). As a result of the reading instruction component, students develop deep content knowledge and apply meaning making skills through discourse and rich texts. We also teach the reading standards for foundational skills, which include print concepts, phonological awareness, phonics and word recognition, and fluency. Our instructional strategies for teaching reading are further described in the following section.

Writing Strand. Our writing instruction focuses on the anchor and grade-specific standards in the areas of (1) text types and purposes (i.e. learning to write narratives, informative/explanatory texts, arguments, and a variety of other subgenres); (2) production and distribution of writing (i.e. producing and sharing clear, coherent and organized writing through a well-planned writing process); (3) research to build and present knowledge (i.e. assessing the credibility of sources, analyzing research, and integrating findings to support writing); and (4) range of writing (i.e. writing over short and long time frames for a variety of purposes and audiences). As illustrated in the ELA/ELD framework, writing instruction leads to effective expression, by applying language and foundational skills.

Speaking and Listening Strand. Our speaking and listening instruction, which we integrate not only into our ELA/Literacy lessons but also throughout the entire school day, focuses on the anchor and grade-specific standards in the areas of (1) comprehension and collaboration (i.e. preparing for and participating in a wide range of conversations with diverse partners, integrating and evaluating integration presented in a variety of formats, and evaluating other speakers' reasoning and rhetoric); and (2) presentation of knowledge and ideas (i.e. presenting findings with supporting evidence, making strategic use of media and data displays to express ideas, adapting speech to a

variety of tasks). By integrating the ELD standards focused on "collaborative conversations" and "interacting in meaningful ways", students can learn skills to help them engage in discourse.

Language Strand. Our language instruction focuses on the anchor and grade-specific standards in the areas of (1) conventions of standard English (i.e. grammar, usage, capitalization, punctuation); (2) knowledge of language (i.e. understanding how language functions in different contexts); and (3) vocabulary acquisition and usage (i.e. using context clues to determine the meaning of unknown words, understanding figurative language and word relationships, acquiring and using a range of academic language). The "How English Works" strand of the ELD standards are used in tandem with the CCSS language standards in both our curriculum and instruction to support language acquisition and use.

Additionally, we are committed to focusing our instruction on the three new emphases in the CCSS for ELA/Literacy (also called "shifts" from the previous standards). These emphases include (1) regular practice with complex texts and their academic language; (2) reading, writing, and speaking grounded in evidence from texts, both literary and informational (i.e. asking students to answer not solely from their prior knowledge but rather from a close, careful reading of the text); and (3) building knowledge through content-rich information (i.e. students are immersed in information about the world around them, especially through content-rich nonfiction). We understand that these three emphases were developed in response to the growing literacy demands of college and the workforce, and we are committed to launching our Rocketeers on a path of long-term success beginning at the earliest age.

COMPONENTS OF OUR LITERACY INSTRUCTION

Our reading and writing instruction includes four different components to teach the standards and strands described above: (1) explicit teaching of the building blocks of literacy; (2) explicit teaching of reading comprehension skills; (3) application of the building blocks and reading comprehension skills; and (4) explicit teaching of writing skills and process.

Explicit teaching of the building blocks of literacy. Our instructors teach phonics (sound-spelling relationships), phonemic awareness (distinguishing individual sounds within words), and language arts (word and structural analysis); and fluency.
- Phonics: Students learn to relate sounds to spellings to decode words. Our instruction will include concepts like the alphabetic principle, long and short vowel sounds, consonant and vowel combinations, consonant clusters, diphthongs, digraphs, and variant vowels.
- Phonemic awareness: Students learn how to distinguish individual sounds (phonemes) within words. Our instruction will include activities like categorization (recognizing the "odd" sound in a word), isolation (identifying a single sound in a word), rhyming, segmenting (separating spoken words into individual sounds), and oral blending (combining individual sounds in a word).
- Language arts: Our instruction zooms in on the concept of word and structural analysis, engaging in in-depth study of topics like morphemes (i.e. prefixes, suffixes, root words), compound words, homophones, and syllabication.
- Fluency: Our instruction focuses on helping students acquire automaticity (rapid and automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers build students' fluency through modeling of good oral reading, teaching students phrasing, and offering many opportunities for students to practice with

guidance and support (i.e. repeated reading). Additionally, teachers expose students to high-frequency words and sight words to allow students to focus less energy on decoding and more on comprehension during their reading lessons.

Explicit teaching of reading comprehension skills. Reading comprehension instruction occurs at all grade levels. Teachers identify a CCSS-aligned standard and objective for the lesson. Teachers model the skill as well as the metacognition (thinking about the comprehension that students will be asked to do in their own reading). Teachers read with the students, making pre-designated stops to highlight the skill and ask students to also interact with the text themselves, either in small groups or individually, and practice the skill.

Reading comprehension instruction may also take the form of a read aloud, where teachers will use an anchor text to model a particular reading skill/strategy. The teacher defines the skill, explains why good readers use the skill, and models how to apply the skill. The teacher may also provide either a preview of the text or a summary from the previous day's reading, including review of specific vocabulary words. The teacher then reads the text, modeling fluency, and takes pre-planned pauses to do a "think aloud" to describe the comprehension strategies he/she is using, any comprehension problems that he/she is encountering as well as ways to address them, and continues to build enthusiasm and engagement about the text. Teachers also assess comprehension of the text by posing literal, inferential, and critical thinking discussion questions.

The application of literacy and reading comprehension skills. This element of our reading instruction occurs primarily through guided reading, which is the linchpin of the literacy and comprehension skills that we teach. Our guided reading primarily occurs in small, homogeneous groups, and instruction is focused on what each individual student needs in the moment to advance in reading ability.

We use assessments as the starting point for our guided reading instruction. Our assessments, particularly the STEP assessment system and Fountas and Pinnell Literacy Assessment, are designed to provide teachers with critical and targeted information on how students process information and read texts. Teachers use this data to gauge students' approximate "reading levels," assess reading growth over time, and plan guided reading instruction. Teachers' plans include selecting a text that will give multiple opportunities for students to practice a skill or strategy, designing a pre-reading activity to focus students, observing students during reading, and leading a comprehension conversation to practice and assess students' comprehension.

Our students may also practice reading comprehension through independent reading. Our teachers are trained to organize leveled libraries, which include multiple text formats and reading levels, various genres, a range of content areas, and appeal to students' interests. Our teachers also set independent reading expectations with their students and develop ways to hold them intellectually accountable.

The explicit teaching and application of writing skills and the writing process. Our writing instruction includes both teacher-driven and student-driven components. Using the CCSS-aligned long-term unit plans, teachers teach various writing skills, strategies and features. Our Content Team also develops writing rubrics that mirror the level of rigor that students encounter under the CAASPP assessments and regularly assess student achievement and progress throughout the year.

As further described below in our Special Populations section, we also incorporate the English Language Development (ELD) standards into our ELA/Literacy block through both integrated and designated instruction.

<u>INSTRUCTIONAL PLANNING AND PREPARATION</u>

As described above, our teachers and school leaders are provided with a plethora of resources to effectively and efficiently plan and prepare their ELA/Literacy instruction. These include:

- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each unit throughout the school year.
  - Unit plans
  - Sample daily lesson plans
  - Fiction and nonfiction texts that correlate with the lesson plans, objectives, and units

Resources for ELD planning include:
- Models of visual supports for Integrated ELD
- Designated ELD lesson plans
- ELD focused unit processing and planning questions

Appendix 2 includes a scope and sequence map for Humanities.

MATHEMATICS

<u>CCSS-ALIGNED INSTRUCTION</u>

Core Beliefs for Mathematics Instruction:
- The heart of effective mathematics instruction is an emphasis on thinking, problem solving and reasoning, which must sit on a foundation of purposeful practice and the building of strong fluency and automaticity in basic math facts and procedures.
- Effective Mathematics instruction should stimulate inquiry and curiosity within students and teachers.
- All students can demonstrate mastery given the support they need in the STEM classroom.
- Mathematics is a language we teach - one that allows us to communicate precisely, notice patterns and infer future outcomes, and helps us explain the world we observe.

Our mathematics instruction is centered on the CA CCSS for Mathematics (CA CCSSM). Lessons incorporate the CA CCSSM's eight Mathematical Practice Standards, which are designed to develop students' broader mathematical understanding across all grade levels, as well as the CA CCSSM's Content Standards, which are a progression of grade-level specific mathematical topics.

Practice Standards. We believe that all students should develop the varieties of expertise that are reflected in the practice standards, as these standards are designed for all levels of mathematical maturity and will enable students to become strong in mathematics even beyond their elementary school experience at Rocketship. The eight practice standards, as well as a brief summary of what proficiency looks like for each of them under the CA CCSSM, are described below.
- <u>Make sense of problems and persevere in solving them</u>: Proficient students will be able to explain to themselves the meaning of a problem, plan a solution pathway, consider

analogous problems, monitor and evaluate progress toward a solution, and check their answers using a different method.

- <u>Reason abstractly and quantitatively</u>: Proficient students will be able to make sense of quantities and their relationships, create a coherent representation of the problem at hand, consider the units involved, and know how to use different properties of operations and objects.
- <u>Construct viable arguments and critique the reasoning of others:</u> Proficient students will make conjectures and build ways to explore them, recognize and use counterexamples, make plausible arguments about data, distinguish logical vs. flawed reasoning, justify and communicate their conclusions
- <u>Model with mathematics:</u> Proficient students will apply the mathematics they know to solve problems arising in everyday life (even if this is as simple as writing an addition or subtraction equation to describe a situation). Proficient students will also be able to identify important quantities in practical situations and map relationships using tools such as diagrams, two-way tables, graphs, flowcharts, and formulas.
- <u>Use appropriate tools strategically</u>: Proficient students will be able to consider the available grade-appropriate tools when solving a problem, make mathematical models, and identify external mathematical resources.
- <u>Attend to precision</u>: Proficient students will use clear definitions, articulate the meaning of chosen symbols, carefully specify appropriate units of measure, calculate accurately and efficiently, and provide explanations of their reasoning.
- <u>Look for and make use of structure</u>: Proficient students will discern patterns, deconstruct equations, and shift perspectives.
- <u>Look for and express regularity in repeated reasoning</u>: Proficient students will look for repeated calculations and shortcuts, notice regularity, and maintain oversight of calculations they are working to solve.

Content Standards. While the practice standards describe the ways in which mathematics learners should be engaging with subject matter, the content standards include the actual grade-specific subject matter. They are designed to work in conjunction with the practice standards. The CA CCSSM Content Standards identify several "critical areas" of focus for each grade level, on which we center our mathematics instruction.

- <u>Transitional Kindergarten:</u> (1) developing important aspects of counting, including cardinality and 1:1 correspondence, (2) sorting & classifying objects by shared attributes, (3) developing a basic understanding of geometric properties of everyday objects. Note: Per Cal. Ed. Code Section 48000(f), we have aligned our transitional kindergarten curriculum to the California Preschool Learning Foundations standards.
- <u>Kindergarten:</u> (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- <u>Grade 1:</u> (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- <u>Grade 2:</u> (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes
- <u>Grade 3:</u> (1) developing understanding of multiplication and division and strategies for

multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions; (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes.

- Grade 4: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
- Grade 5: (1) developing fluency with addition and subtraction of fractions, and developing an understanding of multiplication of fractions and division of fractions; (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

ELD Standards. Each unit includes ELD Standards that will amplify the content and language acquisition in the unit. GLAD strategies are also embedded in the unit for vocabulary development and building content knowledge. Teachers and leaders use the lesson framing questions from the ELA/ELD framework to plan opportunities for integrated language development.

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

To best meet the demands of CCSS, our math instruction includes all of the following elements at all grade levels:
- Instruction and learning activities focused on math concepts and application of understandings
- Explicit instruction on math vocabulary and language
- Spiral review on concepts already covered, with a specific focus on application of understandings across a diverse range of concepts
- Protected intervention and corrective instruction time during the STEM block
- Well-designed counting routines in early-childhood grades to developing counting fluency, cardinality & 1:1 correspondence
- Daily Number Stories using a Cognitively Guided Instruction approach, designed to develop number sense and flexibility, as well as apply understandings of mathematical operations in context
- The purposeful and data-driven integration of online learning programs within the STEM classroom, to provide aligned and personalized practice that is incentivized, monitored, and aligned by the teacher

In order to accomplish all of these each day, it is imperative that our STEM blocks are designed to make the most of every minute, and ensure that the teacher is able to be as impactful as possible with their time and attention. It also requires homework to be considered as a component of the daily schedule and not a separate element or add-on to the classroom routines.

Spiral review. Spiral review is critical to ensure our learners are repeatedly engaging with content

and applying their burgeoning understandings to a wide assortment of contexts and challenges. This block also keeps skills fresh in the minds of students and allows teachers opportunities to shore-up small misconceptions, review key vocabulary, and investigate application of previously learned content in new situations. There are two main forms of spiral review: math meeting (Grades TK - G1) and math board (Grades 2 - 5).

- <u>Math meeting:</u> Math Meeting is a daily routine in the early childhood classroom, where students practice routinized skills (e.g. oral counting), explore the calendar for math patterns, and spiral review previously taught content. At the beginning of the year, math meeting is a group exercise, while students become more independent as they become more familiar with the routine. Grade 1 students start the year with math meeting, and transition to math board by the end of the year in preparation for Grade 2.
- <u>Math board:</u> Math Board is a review worksheet with 5-6 problems aligned to previous objectives and skills. Students complete the majority of their math board the previous evening as homework and then complete 1-2 additional problems for the first 5 minutes of their math block as their "Do Now" routine. Teachers then use the remaining 10 minutes of their spiral review time to review 1-2 targeted problems as a class, focusing on key misconceptions from their formative assessment data or important background knowledge required for upcoming content. For maximum effectiveness, math board can be differentiated to reach students at different levels.

Number Stories. Number Stories at Rocketship are a critical part of our students' STEM education. Number stories ask students to explore their understandings within a familiar context, with a focus on making sense of the mathematics and discovering new strategies for solving problems, using a Cognitively Guided Instruction approach. Students work on not just solving problems, but understanding, representing, discussing, and approaching problems using various strategies. Students practice producing visual, oral, and written explanations for problems, as well as responding to and critiquing others' reasoning. We believe that STEM is a language we teach - number stories help students examine what the language of math looks like in real-life contexts and discussions.

Counting Collections. In TK & K, students engage in regular practice counting collections of objects and then share different ways to organize them. Counting Collections builds 1-to-1 matching, cardinality and eventually base-10 understanding.

Core Lesson. The Core Lesson is the portion of the math instructional block where new skills are taught. This component is infused with checks for understanding and culminates in a formal measure of mastery in the form of an exit ticket. Teachers will follow a network-designed scope & sequence map for this component.

Small Group Instruction. Every 3 to 5 days (based on the network-designed unit plan), teachers engage in a small group instruction day in lieu of a core lesson. This day of small group instruction serves the following purposes:

- Gives students the opportunity to explore extended application of developing concepts
- Provide teachers an explicit time to respond to their formative and summative assessment data, and to pull groups of varying size to give students the "just right" instruction for them at that time, whether re-teaching, intervention or extension.

On these days, teachers leverage class time to work in depth with a group of students. They may focus on needed intervention to fill-in content gaps from the previous grade-level, additional re-teaching on content from the current grade-level, or challenge and extension work for accelerated learners. There is no limit to the size of a small group -- it may consist of 2-3 students, or it may consist of 75% of the class. During this time, students not participating in the small group are working on extended application work, either independently or in groups.

As further described below in our Special Populations section, we also incorporate English Language Development standards and strategies related to academic vocabulary in our Mathematics block.

INSTRUCTIONAL PLANNING AND PREPARATION

The need for solid planning and intellectual preparation is especially important to ensure that teachers leverage the interconnectedness of the CA CCSSM Practice and Content Standards. As described in Section A above, our teachers and School Leaders are provided with many resources to help them effectively plan and execute their mathematics instruction. These include:

- **Scope and Sequence Maps**: This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year, organized into units and paced onto the yearly instructional calendar.

- **Content Modules**: We prepare comprehensive guide books, called "modules," for various mathematical concepts that are designed to help teachers develop a profound and broad understanding of the mathematics standards. Modules also reference a variety of resources that teachers can use to further their understanding and effectively teach the standard.

- **Unit Assessments** - Centrally created Unit Assessments to help instructional staff understand the bar for mastery and foster cross-network data analysis.

- **Unit Plans** & Daily Lesson Plans - Unit & Daily Lesson Plans help instructional staff understand how to work through the content within the unit, as well as structure and assess daily lessons.

Teachers plan for integrated ELD through a variety of actions, including:
- Unpacking aligned ELD standards for units
- Utilizing graphic organizers and visual support templates for explicit vocabulary instruction
- Discussing and planning supports, using the ELA/ELD framework "lesson plan framing questions"

For STEM scope and sequencing, please see Appendix 3.

INTEGRATED CONTENT INSTRUCTION

 "Content instruction" describes the subject matter that students are learning about. Our primary goals for content instruction are to provide students with exposure to a wide breadth of science and social studies topics, build skills and competencies around learning investigations, foster curiosity in various types of content, and provide opportunities for students to continually practice and utilize knowledge.

The CA CCSS calls for history/social studies, science, and technical subjects to be integrated into K-5 reading literacy instruction. Our instructional framework is rooted in integration, with science and social studies content appearing in not only reading but also in writing, mathematics, arts, and language instruction.

Our content instruction contains four main components.

Skills and competencies. We teach science and social studies skills that can be applied to various subject matter at any time (i.e. recording observations, reading maps, using timelines). We generally try to frontload skills and competencies related to our content instruction at the beginning of the school year so that students have the opportunity to apply them in an increasingly sophisticated manner.

General content exposure. As described above, we aim to expose our students to a wide variety of science and social studies content to bolster curiosity and broaden their horizons in an authentic way. This is often done through reading nonfiction text, which (as described in Section A above) is a key emphasis of the CA CCSS. We also explicitly teach science and social studies content during our ELA/Literacy and mathematics instruction.

Explicit vocabulary instruction. Consistent with the goals of the CA English Language Development (ELD) standards to authentically expose students to academic vocabulary, we teach students vocabulary during our instructional blocks. For example, we often pre-teach the Tier 2 words and academic language that students need to access content and build background knowledge.

Projects and investigations. We provide students with opportunities to conduct research, do projects, and make observations while learning new content. This can occur during the Humanities or Mathematics block as well as through projects and investigations completed within our Learning Lab.

Our content instruction model requires a high degree of communication and collaboration among classroom teachers and instructional staff, for which our rotational model and professional development structure (further described below) are well suited. We strive to ensure that classrooms are aligned on the various skills and content being taught in science, social studies, and beyond. We also routinely analyze performance data across all content areas to plan and evaluate our instruction and ensure that instruction progresses fluidly through grade levels.

SOCIAL STUDIES INSTRUCTION

Our social studies instruction is aligned with the CA CCSS for ELA/Literacy as well as the existing California History-Social Science framework. Our goal is for students to become proficient in social studies in order to achieve civic competence--the knowledge, intellectual processes, and democratic dispositions required of all students to be active and engaged participants in public life.

Some of the key concepts that our students will learn as they progress through Rocketship include investigations into the world's ancient peoples and civilizations; studies of ancient peoples of our own continent, Native Americans; native peoples in different areas of our continent; and early explorers, colonialism, and westward movement. Students will also explore topics like producers and consumers in society; social justice, including studies of pioneers like Rosa Parks and Cesar Chavez; major historical conflicts such as the Civil War; and geography and map skills.

We also use Social Studies as a further opportunity to celebrate our students' diverse heritage. We invite students to share their language, cultural ideas and observations, customs, and backgrounds to provide a multicultural dimension. We also conduct lessons and units centered on important multicultural figures and events.

SCIENCE INSTRUCTION

NGSS-Aligned Instruction. At Rocketship, we utilize the Next Generation Science Standards to develop teaching and coaching tools for NGSS-aligned instruction. We use resources that are available on the CA NGSS Digital Center, research best practices, and use high-quality sample CA NGSS-aligned assessment resources. We provide opportunities for hands-on experiments, supported by standards-aligned FOSS kits and STEMScopes, both of which have been adopted by the California State Board of Education as programs that meet the components of the NGSS framework.

Components of Rocketship Science Instruction. Science instruction is an integral component of our STEM block. We build NGSS-aligned science units into the STEM SSM, which occur during the Core Lesson component described above. We also administer NGSS-aligned unit assessments.

Our science instruction is focused on building content knowledge and schema including the use of GLAD strategies to support language acquisition. Our units encompass the three dimensions of the NGSS (Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts). Units are bundled according to the thematic model of the NGSS and include the following topics from the Disciplinary Core Ideas:

- Physical Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of motion and stability, waves and their application in technologies, and matter and its interactions.

- Life Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of molecules and organisms, heredity (inheritance of traits), ecosystems, and biological evolution.

- Earth Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of earth's systems, earth's place in the universe, and the effects of global activity on the earth.

As described above, science instruction is also integrated into our Humanities and STEM blocks to ensure that students are having an authentic and meaningful experience with the content they are learning. Teachers use the CA-ELD Standards to amplify the science standards, develop language skills, and build content knowledge.

PHYSICAL EDUCATION AND ENRICHMENT

Our instructional program incorporates a number of enrichment opportunities for our Rocketeers. All students receive daily Physical Education. We have a strong focus on wellness, and as such we align our P.E. program in accordance with E.C. 51210(g), which requires students in traditional public school in grades 1-5 to be provided with not less than 200 minutes each ten school days, exclusive of lunch and recesses. Pursuant to EC 60800 and 5 CCR 1040, we administer the Physical Fitness Test (PFT) to our fifth grade students.

In addition to P.E., Rocketship schools have a variety of enrichment programs, such as Art, Science, Spanish, Urban Gardening, Folklorico Dance, and Engineering. The number and type of enrichment programs vary depending on enrollment each year at each school. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Students will receive some type of enrichment during every full school day. (For RDP's bell schedule, please see Appendix 5.) Where relevant, our instructors strive to align their curriculum with the California Visual Performing Arts framework and the SHAPE standards. This framework provides guiding principles, planning and implementation strategies, curriculum development, assessment resources, and professional development for instruction in Physical Education and the arts. As with all members of our instructional staff, our enrichment instructors receive regular coaching, training, and professional development. We continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

LEARNING LAB

At Rocketship, we believe the Learning Lab must be a purposeful and diverse learning experience that further unleashes the potential of our Rocketeers through rigorous academic and non-academic experiences, described in detail below. The learning lab allows us to further enhance our Rocketeers classroom lessons and learnings, more widely expand their experiences in an even more holistic manner, and further develop the critical thinking and 21st century skills required for them to thrive at Rocketship and beyond.

In order to provide the diverse range of experience for our Rocketeers described below, we flexibly schedule different activities for the learning lab during a single school day, across a school week, as well as across the school year. On most school days, the learning lab will be running no more than three centers at any one time. Two of these centers will always be Tier II tutoring and an Online Learning Program (OLP) station with the third station being an experiential learning and skills center. Different students will be in different experiential learning and skills centers across grade levels, across the course of a week as well as across the course of the year. Currently, we

also vary student experience over the course of the week with one day of the Learning Lab dedicated to science instruction in the upper grades and art, music, or spanish in the lower grades.

In the Learning Lab, we reinforce concepts introduced in the classroom and provide repeated practice opportunities for students under the support and guidance of a trained tutor. The Learning Lab is like a high quality afterschool program that is integrated into a student's school day and tightly tailored to their unique learning process and needs. Our student's time in the Learning Lab does not replace any time with a teacher; rather, it augments their classroom learning by helping students learn at their own pace and develop more ownership of their learning.

Classroom instruction is complemented with a variety of Learning Lab activities, supporting students in multiple ways as they work to master standards. For example, while tutors spend time every day teaching small-group guided reading, students also use an Online Learning Program to read independently, leveraging the program's extensive library and using its assessments that check for comprehension. Similarly, students build fluency on math programs that allow tutors to assign work in specific areas where they see a student struggling, while others are adaptive, allowing Rocketeers to work through relevant content at their own pace. Our use of Online Learning Programs is further described below.

During the learning lab block, students will also participate in small group instruction with students with similar learning needs. Based on academic performance, our students our grouped according to their academic need. In these leveled small groups, students receive regular tutoring on literacy skills by tutors who are utilizing research-based curricula to deliver lessons which align to students' specific learning needs.

The Learning Lab is staffed by Individualized Learning Specialists (ILSs) and it is supervised by our School Leaders (the Principal and Assistant Principals). ILSs create a positive student culture in the Learning Lab, motivating and supporting students to reach their individual learning goals. They actively guide students on all computer programs and ensure that the educational software used in the Lab effectively meets the needs of students. As mentioned above, ILSs also tutor leveled small groups of students on literacy and/or math skills.

The School Leaders oversee the managerial aspects (i.e. hiring ILSs and enrichment teachers, monitoring student behavior, selecting appropriate OLPs, designing and laying out the learning space). They also play a vital role in ensuring the substantive quality of the education that occurs in the Learning Lab. Our School Leaders also serve as coaches to the ILSs. They train our ILSs to use pre-selected, evidence-based intervention curricula to respond to individual student needs and engage in regular progress-monitoring of each ILS to identify areas for additional training or other supports. Along with our classroom teachers, our School Leaders also work with the ILSs to collect and analyze data from in-person and online interventions to help design personalized support for our Rocketeers. ILSs also receive similar support and professional development as classroom teachers on campus.

COMPONENTS OF OUR LEARNING LAB

Experiential Learning and Skills Centers:
Students receive 60 minutes of Learning Lab time weekly dedicated to an experiential, hands on learning center focused on building and developing the 21st century skills of communication,

collaboration, creativity, and critical thinking. Schools offer a variety of experiences including Legos/Lego Robotics, Strategy and Sportsmanship (Chess), or Art.

Online Learning Program Center
Rocketship's Online Learning Program (OLPs) suite provides students with personalized and adaptive programs to supplement learning both in and out of the classroom. Students receive a minimum of 60 minutes weekly of OLPs in the Learning Lab, combined with additional time in STEM and HUM classrooms.

Tutoring/Tier II Instruction:
During the learning lab block, students will also participate in small group instruction with students with similar learning needs with the Learning Lab serving as the primary space for students to receive Tier II reading interventions. Based on academic performance, our students are grouped according to their academic need. In these leveled small groups, students receive regular tutoring on literacy skills by tutors who are utilizing research-based curricula to deliver lessons which align to students' specific learning needs.

Project-Based Learning:
When grade 3-5 students engage in Project-Based Learning Units in their HUM classroom they will also have extended time within the LL for research, creation, and presentation on those same projects.

For more details on the responsibilities and qualifications for various staff roles at Rocketship, please see Element E below. For further description of our student schedule, please see below.

ONLINE LEARNING PROGRAMS (OLPs)

As mentioned above, part of our blended learning approach to personalized instruction includes the purposeful use of adaptive technology through Online Learning Programs (OLPs). OLPs deliver many benefits, including:

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to teach content. This is especially critical to us given that the student population that we serve often arrives at Rocketship achieving significantly below grade level.

- Basic skill remediation. Students must develop the foundational knowledge in various content areas if they are going to successfully progress as learners. As with any classroom, our teachers' time is limited. Allowing some of the remedial work to occur through reliable online programs (our selection process is further described below) enables students to build the foundations they need while freeing up teachers to focus their time on higher-level instruction.

- Student accountability, motivation, and engagement. Through tracking features of our

various OLPs, students can assume responsibility for their own progress toward individualized learning goals.

- Data analysis. Our OLPs are a valuable data resource. The programs consistently generate a variety of data for our teachers and school leaders to analyze while planning and personalizing instruction.

- Real-time teaching. Many of our OLPs are designed to adjust content in real-time based on students' individual progress to keep students working on the most appropriate material and advancing along their individualized learning pathways.

Each OLP that we introduce to our suite undergoes a rigorous selection and piloting process to ensure that it meets our well-defined criteria. We generally look for programs that maximize adaptability, assignability, and analytics.

Adaptability. A program is adaptive if it automatically senses a student's gap in understanding or mastery of a skill and systematically changes the pace or lessons. Often, programs will assess student understanding through instructional lessons or intermittent mini-tests, adjusting as necessary to focus on that individual student. While our OLPs are always subject to change to reflect the latest advances in adaptive technology, our current programs that assess regularly in this fashion include Lexia and Freckle. Other programs, such as ST Math, utilize more extensive diagnostic assessments or pre-tests to gauge a student's level and assign appropriate instructional lessons. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

Assignability. Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including Freckle and Lightsail, allow teachers to assign lessons, reorder objectives or select books for students to see in their online portals. Through this balance of integrated adaptive assessments and teacher input based on other assessments, we can ensure that the programs truly match student needs, both inside and outside of the programs.

Analytics. The last, arguably most important, feature that we utilize in our online learning programs is the teacher analytics. These dashboards give teachers real-time data on how students are performing. They break down assessments, individual lessons and overall usage, allowing teachers to adjust both online and in-class programming. Teachers may utilize assignability features to assign specific lessons or domains of instruction or even adjust the order of objectives that classes encounter. Teachers can also customize features such as when a student can access online instruction, assessments or games within the programs. Through these insights, teachers can ensure our programs are highly focused and continually benefiting student outcomes.

As described above, students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab.

Our current OLP suite includes the following:
- ST Math (Grade TK/K)- A visual math program that builds deep understanding through creative problem solving.

- Reflex (Grades 1-5)- A math fluency program to help Grade 1-5 students practice math facts.
- Freckle (Grades 1-5)- An adaptive Math program aligned to Common Core State Standards.
- Lexia Core 5 (Grades K-5)- An individualized reading program that covers the six areas of reading instruction.
- Lightsail (Grades 1-5)- An expansive digital library that provides books based on students' Lexile level.

SOCIAL-EMOTIONAL LEARNING

We believe that students must master both academic and critical life skills to truly be successful participants in and contributors to society. To this end, our instructional program includes a social-emotional learning curriculum as well as other initiatives to help students develop into confident, competent, self-motivated, and productive lifelong learners.

CORE VALUES

At every Rocketship campus, we teach four core values — respect, responsibility, persistence, and empathy. Additionally, most schools choose a fifth core value of its own. RDP's fifth core value is creative expression.

Core values form the basis of our behavioral instruction and management systems. At the beginning of the school year, teachers explicitly teach core values lessons in which they demonstrate what different core values look like in action. Every school also has its own system to promote/reinforce the core values, such as providing students with Core Value Rockets, which can be redeemed at the school store or entered into a prize raffle. Furthermore, teachers try to identify which specific core values students are not demonstrating when students receive a behavioral consequence (i.e. a student is moving down on the classroom behavior "clip chart" because his/her actions were not demonstrating our core value of respect).

LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together around some school wide focus. This usually includes one of the core values (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or urgency. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Supports (PBIS) is our framework for creating learning environments that are consistent, predictable, positive, and safe. We believe that students need to be taught how to behave, and struggling students must be taught replacement behaviors.

Each school has a PBIS Team comprised of a wide cross-section of staff members, including teachers, school leaders, and operational and support staff members. Each member of the team is tasked with overseeing a different PBIS component, further described below.

- PBIS Lead: The PBIS Lead, leads the PBIS team and is the point of contact with the entire school leadership team to make sure Tier 1 stays top of mind, regarding the reinforcement of positive behavior.
- Data Lead: The Data Lead will enter information on negative behaviors that occur at school into an online system to analyze trends and make data-based decisions about how to shift behaviors. For example, the Data Lead may analyze data that reveals that kindergarteners tend to get into trouble in the late afternoon toward the end of each week and help design a proactive strategy targeted for these students at this specific time period.
- Reinforcements Lead: The Reinforcements Lead is in charge of school-wide reinforcement programs such as Core Value of the Month and Student of the Month. The Reinforcements Lead also ensures that the school is reinforcing positive behaviors and giving consequences fairly and consistently.
- Staff: The Staff Lead oversees staff culture and designs programs to promote staff enjoyment, wellness, and ensure a positive environment.
- Character Education Lead: The Character Education lead oversees the fidelity of implementation of the social-emotional learning curricula, further described below.

SOCIAL-EMOTIONAL CURRICULUM
The Shortest Distance. The Shortest Distance is an internally developed social-emotional curriculum with a well-developed scope and sequence of SEL skills that we use across our schools for our daily SEL lessons. The curriculum's name "The Shortest Distance" is inspired by the following words, "The shortest distance between truth and a human being is a story." These words from Anthony de Mello inspire us to believe that our students are most deeply impacted by discussing SEL skills and actions through story and conversation, rather than solely relying on explicit instruction. We use this curriculum to reach all students at the Tier 1 level in order to increase our student's skills in regards to their SEL competencies. Our desire is for our students to be able to apply these skills and have conversations which link fiction and informational text stories to their own experiences in their classrooms and communities. The curriculum includes five units throughout the year.

Unit 1: Respect, Inclusion, and Welcome
Unit 1.5: Mindful of Myself and My Feelings
Unit 2: Kindness, Empathy, and Friendship
Unit 3: Persistence, Grit, and Patience in Growth
Unit 4: Mindful of Myself, Others, and the Environment
Unit 5: Responsibility, Problem-Solving, and Community Action

RULER Approach. The RULER Approach is a social-emotional curriculum that we also use in our upper grades. The curriculum includes a set of four tools designed to build students' emotional intelligence:

- <u>The Class Charter:</u> Each class comes together to name the feelings that the students want to feel at school, the actions they will take to produce these feelings, and the actions they will take if someone is not showing these feelings. The purpose of the charter is to establish an environment where students feel safe talking about feelings at school.
- <u>The Mood Meter:</u> The mood meter is a coordinate grid that plots students' levels of pleasantness/unpleasantness against their energy levels. Each grid quadrant is associated with a color. Students are taught to identify how they feel in relation to the grid. Students are also taught vocabulary associated with these feelings and regulation strategies to introduce actions they can take to change their feelings.
- <u>The Meta-Moment:</u> For students who find themselves angry or anxious, the meta-moment is a tool for students to use to stop themselves from reacting, picture their "best selves," and pick a strategy to become their "best selves."
- <u>The Blueprint:</u> The blueprint is a conflict management tool that teaches students to take others' perspectives and react to a situation based on how another person is feeling.

Teachers spend the first part of the school year introducing these tools and getting students well-versed in them. Students then use these tools the rest of the year.

Kimochis Curriculum. Kimochis is a more scripted behavioral curriculum that we use in our lower grades. *Kimochi* means "feelings" in Japanese. The curriculum is designed to give young students the knowledge, skills, and attributes they need to recognize their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions, and correctly handle challenging situations.

The curriculum is centered on five characters, which each have a unique temperament and personality. The characters act as a safe third party that students can relate to as they consider their own strengths and weaknesses. Additionally, the Kimochis Keys to Communication provide communication tools to help students learn how to listen openly, make good choices, speak in a respectful and responsible way, and be open in negotiating.

For a sample Shortest Distance lesson, RULER and Kimochis materials and research supporting these curricula, please see Appendix 4.

For more details on the responsibilities and qualifications for various staff roles at Rocketship, please see Element E below. For further description of our student schedule, please see below.

SCHOOL DAY AND INSTRUCTIONAL MINUTES

SCHOOL DAY

Students start the day with Launch, often with parent participation and observation, where Schools Leaders and teachers engage all students in building their social emotional learning skills.

Students spend about half of the day in a Humanities block and a quarter of the day in a STEM block, with separate teachers who specialize in their respective subjects. Students receive whole group instruction, experience small group and team learning, and receive targeted intervention from their classroom teacher. Students rotate into the Learning Lab for adaptive online learning, additional small group instruction, team learning, and targeted intervention. In addition to a daily recess block at each grade-level, every Rocketeer has regular access to physical education.

INSTRUCTIONAL MINUTES

RDP will have at least 180 days of instruction and for each fiscal year offer, at a minimum, the following number of minutes of instruction[10]:

- to pupils in transitional kindergarten and kindergarten, 36,000 minutes.
- to pupils in grades 1-3, inclusive, 50,400 minutes.
- to pupils in grades 4-5, inclusive, 54,000 minutes.

The number of instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).[11] We will offer the same or greater number of instructional days as the Alum Rock Union School District. All components of the day counting towards instructional minutes are led by credentialed teachers who utilize curricular resources aligned to CCSS to guide their instruction.

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal time to make the progress that they need to catch up. Therefore, we extend the school day beyond the required number of instructional minutes. During our extended school day students engage in independent and small group learning in the Learning Lab and participate in P.E. or other Enrichment activities. While the exact bell times vary by year, for the current (2020-21) school year, RDP operates from 7:45 a.m. to 3:20 p.m.

The table below delineates subject areas and approximate time per grade level as a general example, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs. RDP's bell schedule for the current school year is attached in Appendix 5.

---

[10] This section's breakdown of instructional minutes applies to a non-pandemic school year. For more on our COVID response and instructional changes, please refer to Appendix 13.

[11] In accordance with Education Code Section 47612.5(e)(1), we define instructional minutes as minutes spent under the direct supervision of a certificated teacher.

Figure 21

Rocketship Daily Minutes *(Illustrative)*

	Instructional Minutes				Non-instructional Minutes			
	Humanities	STEM	Launch/Social Emotional Learning	*Total Daily Instructional Minutes	Learning Lab	P.E./ Enrichment	Lunch/ Recess	*Total Daily Minutes*
TK	175	80	70	**325**			50	***375***
K	175-180	85-90	40	**305-310**	*55-60*	*30*	*50*	***445***
1	180-185	90-95	40	**310-315**	*60-65*	*30*	*50*	***455***
2	185	90-95	40	**315-320**	*60-65*	*30*	*45*	***455***
3	185	90-95	40	**315-320**	*60-65*	*30*	*45*	***455***
4	190	95	40	**325**	*60-65*	*30*	*45*	***465***
5	190	95	40	**325**	*60-65*	*30*	*45*	***465***

*Total instructional minutes reflect total instructional time; different cohorts may experience slight differences in the allocation between Humanities and STEM blocks, which is reflected in this chart.

DATA-DRIVEN INSTRUCTION

Our instructional program is profoundly data-driven. We provide constant opportunities for comprehensive and systematic assessment, analysis, goal-setting, progress monitoring, and data tracking.

ASSESSMENT

We use an assortment of assessments to measure students' achievement levels. These include the NWEA MAP assessment, which allows us to measure our students' proficiency against national norms for CCSS performance, and the STEP assessment developed by the University of Chicago, which provides teachers with a granular breakdown of students' reading ability in terms of "fundamental skills" and general comprehension skills. We also administer assessments under the CAASPP as well as the state-mandated English language assessments.

We also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math. These assessments drive decisions about whether students need additional classroom support or tutoring. They also allow us to progress-monitor our students throughout the year in a way that annual assessments do not.

ANALYSIS

Assessment data provides many opportunities to analyze and reflect on both student and teacher progress and gaps. We are deeply committed to data analysis throughout the school year.

Following administration of our bi-monthly interim assessments, Rocketship holds two full days of professional development for teachers, Assistant Principals, and the Principal to take a deep dive into the analysis of the data.

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific "focus" students within the challenge groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop an instructional plan for these specific students, which is intended to ensure that the student will realize the goals that have been set for them in the next four and eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group.

GOAL SETTING AND PROGRESS

After teachers analyze the data from diagnostic interim assessments during quarterly Data Days, students, teachers, and parents work together in a variety of ways to set and/or revisit goals to help ensure that all students are on track to make the requisite growth during the school year.

Conferences. Students review and discuss individual progress after each interim assessment period. Teachers prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other mechanisms as needed) about student goals.

Classroom Tracking. Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures such as sight word recognition, progression in STEP reading levels, and letter/sound mastery. Each teacher defines his/her specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use "rocket ships" to align with school mascots.

Online Learning Programs. Each student also sets individualized Online Learning Program (OLP) goals for the week, which focus on individual progress during computer-based learning time. Students track progress in their OLP Logs, which are kept in the Lab for fall semester. In the spring semester, as a reflection of their ownership of their progress, students in grades two through five begin to keep track of their own OLP Logs. In addition to helping students build a habit of showing quality work, OLP Logs help the Individualized Learning Specialists (ILSs) hold students accountable for their independent work. The OLP Log can also help build communication between classroom and online learning when teachers guide students in setting weekly/daily goals and check students' Logs weekly for quality work.

School-wide Recognition. Outside of the classrooms, our entire school celebrates progress toward goals as well. Every week during the Rocketship Launch time (further described in Section F above), we celebrate achievements and give out awards based on growth and mastery.

Furthermore, we highlight the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g., "Bears" for UC Berkeley). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college.

Report Cards. Students' progress is shared with parents through CCSS-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually.

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[12]

Illuminate. The Illuminate platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. Through Illuminate, educators can select standards-aligned assessment questions, create their own assessments, deliver them to students, and easily score them using the program. These digital resources ensure that educators can effectively measure the progress of their students and modify their approach as needed.

Schoolzilla. Rocketship also uses the cloud-based Schoolzilla data warehouse and reporting system to collect and organize student achievement, enrollment, and attendance data. Rocketship partners with Schoolzilla to build toolkits and user-friendly reports and dashboards that translate simple data into actionable information that educators can use to modify their instructional approaches. Schoolzilla incorporates data from state assessments, student assessments in Illuminate, and a broad set of other data systems across the organization to allow educators to

---

[12] As with all aspects of our instructional program, we constantly monitor development in data analysis tools. With ever-increasing sophistication of education technology, we strive to keep abreast of advances that may lead to greater efficiency and effectiveness. We may at times alter our data analysis tools and will notify our authorizer if we plan any changes that may be sufficiently significant to require the need for a material revision to our charter.

access and understand the needs of their students in real time. Through the use of Schoolzilla, a teacher can quickly gain an understanding of which students have mastered a particular standard, and the next day group them differently for small group instruction, to re-teach to students who have not yet gained mastery.

Schoolzilla dashboards facilitate communications between teachers and ILSs, by providing more timely status updates of a student's progress, and by enabling teachers to easily specify remediating content and activities during tiered interventions that are targeted to meet the student's specific learning needs. At the end of Tier II RtI sessions, further described above, tutors can leave notes on student progress and highlight things to discuss during common planning time, which occurs daily with ILS staff and teachers within a grade level. Additionally, content from Schoolzilla's RtI tab is automatically linked and integrated with the student's Individualized Learning Plan.

Approximately every four to six weeks, our teachers reassess to show student progress, as further described in Section XI.B above. To facilitate the identification of students in need of more focused support, teachers can use Schoolzilla to create data displays for each class that show which students fall into each quartile.

Our objective is for Schoolzilla to be a continually-updated repository of student assessment data which is sourced from online learning programs, benchmark assessments, formative assessments given by teachers, data gathered from tutoring, CCSS assessments (i.e. Smarter Balanced), and more.

In addition to data entry, Schoolzilla provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, by standard, and by month.

SPECIAL POPULATIONS

AT-RISK STUDENTS

MULTI-TIERED SYSTEMS OF SUPPORT: OVERVIEW AND PURPOSE

Multi-Tiered Systems of Support (MTSS) is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. According to the National Center for Response to Intervention, a comprehensive MTSS/RtI model contains four essential components:

1. Universal Screening: a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short- or long-term outcomes
2. Multi-Level Prevention System: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need

3. Ongoing Progress Monitoring: the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall
4. Data-Based Decision Making: the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.

In order to support the MTSS process, we have ensured that we are implementing evidence-based interventions and supports at each level of support. In addition, we systematically monitor the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making. Finally, we employ a structured problem-solving process that guides the school team's behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcome of the plan

When implemented in accordance with these guiding principles, MTSS/RtI has many potential benefits for students from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards-based curricula for all students and reduce over-identification of students with learning difficulties, which is a longstanding problem that is especially predominant among low-income and culturally diverse populations. In the article *Cultural Considerations with Response to Intervention Models*, Klinger and Edwards state that RtI "…has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs…RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve." (pg.108).

MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

The Individual with Disabilities Education Act (IDEA) governs the identification, evaluation and implementation of special education services. Interventions within the general education program shall be implemented before referral for a special education evaluation. (Cal. Ed. Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team

completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) AT ROCKETSHIP

Rocketship has adopted a MTSS framework to serve our at-risk students. Our model encompasses each of the essential MTSS components detailed above.

Universal Screening. Rocketship utilizes a "multiple gating" process in our approach to universal screening. Multiple gating refers to the process of using the results from a variety of universal screening tools in order to ensure all students who are struggling academically or behaviorally are identified in a timely manner. For academics, our first screen is our STEP assessment. Students who fall below a certain cut point on each of these assessments are further screened using a Curriculum-Based Measurement (CBM) in order to further pinpoint the specific area of academic deficit. Once that area of deficit is identified, further diagnostics are administered in order to identify specific intervention starting points for each student. For social-emotional and behavior, we use an evidence-based universal screener, the Student Risk Screening Scale. It measures both internalizing and externalizing areas of a students social-emotional and behavioral competencies.

Multiple Tiers of Support. Rocketship uses a three-tiered model to organize our instructional, behavior, and social-emotional supports for all students.

- Tier I - Primary Level of Supports for All Students: All Rocketship students participate in and benefit from the instruction and support that takes place at the Tier 1 level. Examples of academic supports that take place at the Tier 1 level include homogenous guided reading groups in the ELA classroom, CCSS-aligned units in the math classroom, and adaptive online learning programs in the learning lab. Examples of behavioral and social-emotional supports that occur at the Tier 1 level include school wide positively stated behavior expectations, access to a school wide incentive system, and social-emotional curriculum that are implemented as a component of our Positive Behavior Interventions and Supports (PBIS) model.

- Tier II - Supplemental, Small Group Supports: Even in the best of instructional models, some students will require additional supports in order to reach grade level proficiency. At Rocketship, we have a number of evidence-based interventions that are delivered in a small group setting to students at the Tier II level, including but not limited to small group literacy intervention in the learning lab as well as small group behavior interventions such as small group counseling, Check-in/Check-out and social skills groups.

- Tier III - Intensive, Individualized Supports: Students who don't respond favorably to supports at the Tier I and Tier II levels may be referred for a more intensive level of intervention. Intervention at the Tier III level is more intensive, targeted and individualized. At Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, a Lindamood Bell curriculum that addresses phonemic awareness), and our interventions will also be more

specifically targeted to the individual student (for example, developing and implementing an individualized behavior intervention plan). At the Tier III level, we may also make a referral for further assessment and evaluation to determine if the student is presenting with a disability that requires special education services and supports.

Evidence-Based Interventions. Rocketship utilizes a suite of evidence-based intervention resources to support students across all tiers of intervention. These include (but are not limited to):

- Academic Interventions: Fountas & Pinnell Leveled Literacy Intervention System (LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), HELPS fluency routines, Seeing Stars and On Cloud 9 (Lindamood Bell), Sound Partners.

- Behavioral/Social-Emotional Interventions: Check-in/Check-out (CICO), social skills, groups, individual counseling, functional behavior assessments and behavior intervention plans.

Ongoing Progress Monitoring. Rocketship utilizes a variety of tools to conduct ongoing progress monitoring of students participating in interventions. Students participating in Tier II and Tier III academic intervention participate in weekly progress monitoring activities using curriculum-based measurements. The STEP assessment (further described above) is also utilized to monitor the progress of students participating in reading comprehension intervention. The progress of students participating in Check-in/Check-out is tracked daily by CICO coordinators. For our students who have a behavior intervention plan, we regularly progress monitor the frequency and duration of key student behaviors.

Data-Based Decision Making. Rocketship's six to ten week data cycles support the data-based decision making component of our MTSS/RtI model. On data days, school staff analyze the progress monitoring data of students who have participated in intervention in order to determine whether to continue, modify, or discontinue the intervention for each individual student. We have developed a number of protocols and structures to support school staff in engaging in this problem-solving process.

Treatment Integrity. Rocketship School Leaders and Network Support staff conduct regular 'implementation fidelity' reviews of all staff conducting intervention using our evidence-based interventions. These reviews are not evaluatory; rather, they are designed to provide valuable feedback to intervention providers in order to ensure that intervention programs are being implemented according to their design.

Problem-solving. Rocketship uses a variety of structures to engage in the problem-solving component of the MTSS process. Our pre-referral process consists of Student Huddle meetings, wherein grade level teams and school leaders meet to discuss and plan supports for individual students, followed by formal SST meetings where more intensive and targeted supports can be planned. Rocketship's current "Pre-Referral Handbook" can be found in Appendix 8.

Transparency is an important component to the MTSS framework. We regularly communicate with parents throughout the entire process, beginning with a written notification that their child has been selected to participate in MTSS interventions.

ACADEMICALLY HIGH-ACHIEVING STUDENTS

High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for ELA/Literacy and/or Mathematics. These students benefit from the same practices that are helpful to our struggling students. Because our internal systems measure student gains every four to six weeks, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages.

In addition to applying elements of our MTSS program to high-achieving students (e.g. guided reading groups, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

Early Detection. Rocketship uses internal assessments in ELA/Literacy and Mathematics to help us identify high-performing students within the first four to six weeks of school and monthly thereafter. Frequent and ongoing assessment will ensure that we are meeting the needs of all students as they arise and tracking progress to ensure our strategies are supporting improved achievement.

Differentiation. Differentiation describes an instructional method where instruction styles, content, and materials are targeted at the specific needs and characteristics of individual or small groups of students. Teachers will use assessment and progress-monitoring data to plan enrichment activities with their high-performing student. These will occur both in whole-class and small-group lessons.

Family Communication. We will inform families as soon as we have assessed students' performance. Teachers may provide high-performing students with additional books and enrichment work to perform at home to increase their understanding of a particular subject area.

Teacher Collaboration. At least weekly, subject area teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment. This will be realized through a schedule that will allow the staff to have an early dismissal day one day a week and common planning time, further described above.

Focused Instruction. Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroup is students who are performing above grade level. All students, including high-performing students, will receive targeted small group Guided Reading instruction and small group skills instruction in both the Humanities and Integrated Mathematics blocks. High-performing students may also participate in student-led literature circles and book clubs. In addition, our academic model allows for students to access material at their instructional level throughout the academic day. For example, students have access to a wide array of reading material, spanning many genres and reading levels, in our classroom libraries. Our Integrated Mathematics teachers also differentiate math centers, homework, and daily review exercises by difficulty level.

Daily Enrichment. The Learning Lab is an additional space where high-performing students can read a variety of leveled literature and use adaptive software that challenges them. We also provide other activities to our high-achieving students during Learning Lab which let them examine the current grade-level concepts in more depth.

Ongoing Assessment. Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the online programs in the Learning Lab. Teachers have the tools they need to track all of their students and make sure that students who began the year with ahead are continuing to progress.

SPECIAL EDUCATION SERVICES

RDP will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (OCR). Furthermore, RDP will comply with authorizer guidelines, and all California laws pertaining to special education students.

OVERVIEW
Rocketship's commitment to eliminate the achievement gap extends to all students, including students with unique learning and behavioral needs. The mission of the Integrated Special Education (ISE) department within Rocketship Public Schools is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. Towards this end, we develop rigorous, individualized educational programming for all students with disabilities. We will accomplish this through several means: high quality direct services provided to students, strategic professional development of our ISE and general education staff members, and a consultation and coaching model that empowers classroom teachers, school leaders, and families to appropriately support each student's individualized education plan.

In order to fulfill this mission, Rocketship seeks to apply current, research-based best practices in order to create individualized plans that support students with disabilities in working to their full potential. We believe that all students are best-served within an inclusive model, and our service delivery model is grounded in team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as coaches and consultants who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students' greatest advocates, and we strive to support them in becoming experts in their children's needs and educational programs.

Rocketship Discovery Prep operates as a Local Educational Agency (LEA) under the El Dorado County Charter Special Education Local Plan Area (SELPA) pursuant to Education Code Section 47641(a). All of Rocketship's existing California charter schools are members of the El Dorado SELPA.

As an LEA, Rocketship Discovery Prep will be solely responsible and liable, the same as a school

district, for providing special education and related services to its students. As an LEA pursuant to 47641(a), Rocketship will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law. Rocketship agrees to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. Rocketship agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records.

Rocketship Discovery Prep strives to achieve a student population representative of the community which we are serving. Whether a child is eligible for special education services under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at RDP. Disability or non-disability status is not a factor for enrollment or admission. Admission is based solely on capacity at the school.

INTEGRATED SPECIAL EDUCATION

ISE Model. An Integrated Special Education approach requires schools to align educational services for students with special education needs within existing structures (grade levels, groupings, etc.) rather than through special and segregated programs. Special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access to content-driven curriculum.

Rocketship students are placed in general education classrooms and then provided flexible instructional opportunities that include large group, small group, and one-to-one instruction for those students with more significant needs. At Rocketship, we employ a variety of curricular and pedagogical options to maximize student learning in an array of teaching arrangements in environments that can be accessed by all learners, not just those with specific disabilities. In the Rocketship model, all teachers are responsible for all learners. Ongoing support develops the capacity of all teachers to teach to a diverse range of students' learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure. In the following sections, please find a description of the continuum of our special education services.

Differentiation within the General Education Program. At Rocketship, students with disabilities are educated in the general education environment, alongside their typically developing peers, to the greatest extent possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and design needed scaffolds and supports. Supports in the Tier 1 program vary by student and according to need, but may include:

- Accommodations based on a Universal Design for Learning (UDL) framework
- Homogenous small group reading instruction using texts at students individual instructional levels
- Modified homework and independent classwork

- Visual supports, such as visual schedules or visual behavior supports
- Assistive technology supports
- Testing accommodations

We believe these supports benefit all learners, and the close collaboration between general and special education professionals to serve any student who is experiencing learning challenges will help us meet our goal of helping every student to reach 1.5 years of growth in each grade.

Specialized Academic Instruction. Specialized academic instruction (SAI) is provided to students for whom it is required in order to access and benefit from the educational program. SAI services are tailored to the individual needs of the student, and may be provided within the general education setting or in a pull-out setting, in a small group or individually. All SAI services are fully described in the IEP and are provided by or under the supervision of credentialed special education staff. At Rocketship, we use a suite of evidence-based curricula to support the implementation of SAI services, although each child's program is individualized based on his or her identified needs. At Rocketship, Education Specialists also work with qualified paraprofessionals to provide special education services. The paraprofessional works under the direction of the Education Specialist to provide additional instructional support and services to identified students.

Related Services. Rocketship provides related services, including but not limited to speech and language services, occupational therapy services, physical therapy services, and adaptive physical education as needed to meet eligible students' IEP needs. The services are provided by certified or licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students as identified in the IEP. All services are written up in the IEP, agreed to, and fully executed by the ISE staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population.

Rocketship has directly hired most of its related service providers, including speech language pathologists, school psychologists, occupational therapists, and adaptive physical education providers. Other low incidence related services, including vision services and deaf/hard of hearing services are provided by contracted, certified Non-Public Agency (NPA) providers. In accordance with SELPA guidelines, Rocketship develops a Master Contract and Individual Service Agreements for all services provided by NPAs.

Referral to Non-public School Agency. In some exceptional cases, when a student may require a placement in a more restrictive setting, the IEP team will consider a referral to a non-public school (NPS). If a parent places a student at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA.

Educationally Related Mental Health Services. As an LEA for the purposes of special education, Rocketship is responsible for the provision of Educationally Related Mental Health Services (ERMHS) for any student who requires this related service in order to access and benefit from his or her educational program. Rocketship conducts Social-Emotional and Behavior assessments and develops recommendations for ERMHS provision in accordance with state regulations and SELPA guidelines. ERMHS services are provided by a combination of Rocketship Mental Health Providers and contracted NPAs, depending on the recommendations of the IEP team and needs of the individual student. See Appendix 7 for additional information regarding ERMHS procedures.

Transportation. Rocketship will provide transportation to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. A transportation assessment will guide the determination.

Supports for Students with Moderate to Severe Learning Needs: Rocketship's flexible and supportive approach to special education reduces the need for separate "SDC" placements for many students, and we have historically found that the vast majority of students who enter Rocketship from an SDC placement are able to be successful in an inclusive model with the appropriate supports and collaboration between special and general educators. Because of our open lottery process, we have students with a variety of learning and behavioral needs in our schools, and have developed supports and structures to support all learners within our model. Students with moderate to severe learning needs are case managed by a teacher with a moderate to severe Education Specialist credential, on a caseload with a much lower student-to-staff ratio than students with mild learning differences. Our moderate to severe teaching staff have access to professional development opportunities uniquely designed for their specific student needs. Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Rocketship understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Although Rocketship will not administer any assessment or evaluation for the purposes of admission, in accordance with the Child Find mandate, we make a continuous and proactive effort to identify students with special needs and those in need of a pre-referral intervention plan.

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a "Child Find Supplement," which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. (For a sample Child Find Supplement, please see Appendix 7.) This information is entered into our student information system, and our special education staff work with office managers and families to secure copies of IEPs, 504 plans, and/or evaluation reports in order to ensure that a student's identified supports and services are in place at the start of the school year. In accordance with California state special education regulations, an interim IEP meeting is held within the first 30 days of school for any student enrolling with a current IEP; however, services are provided as outlined in the current IEP and in accordance with SELPA guidelines immediately upon the start of the school year for all identified students.

Rocketship also implements a systematic approach to identifying and evaluating any student who the school has reason to believe may have a disability. Rocketship's pre-referral process includes

the following student and staff supports:

- A "student huddle" process, wherein grade level teams and school leaders collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.
- A formal Student Study Team (SST), which includes family members, classroom teachers, school leaders, and other staff as necessary, which plans targeted, individualized students who present with more significant academic, social-emotional, and/or behavioral needs. (For a copy of our current SST Handbook, please see Appendix 7.)
- Tier II and III behavior and academic interventions, further described above, delivered to students identified as needing them through the universal screening process

Students who do not respond to targeted pre-referral interventions that are delivered with fidelity may be referred for formal evaluation to determine whether they meet criteria for special education services or accommodations under a Section 504 plan. Rocketship doesn't have an explicit rule regarding the exact time frame during which interventions must be implemented before special education evaluation is considered, as this timeline will vary depending on the need of the individual student participating in intervention. However, as a general rule, if a student has participated in two cycles of interventions that have been implemented with fidelity, and the student has not demonstrated adequate responsiveness to those interventions, the SST or intervention team may consider whether a referral for special education evaluation is appropriate.

Generally, students who do not respond to targeted pre-referral interventions after two cycles that have been delivered with fidelity may be referred for formal evaluation to determine whether they meet criteria for special education services or accommodations under a Section 504 plan. Intervention cycles can range from 6-10 weeks and may align with Data Days set by the Academic Calendar. If the student has not demonstrated adequate responsiveness to interventions during these cycles, the SST or intervention team may consider whether a referral for special education evaluation is appropriate.

The Individual with Disabilities Education Act (IDEA) governs the identification, evaluation and implementation of special education services. Interventions within the general education program shall be implemented before referral for a special education evaluation. (Cal. Ed. Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a

written Assessment Plan within 15 days. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

All Rocketship staff, including Office Managers and Business Operations Managers, are trained in the Child Find mandate and pre-referral process prior to the start of each school year.

ASSESSMENT AND REVIEW

An assessment for special education services is a comprehensive, in-depth evaluation of a student's school, health, and family history, and present academic and social-emotional functioning. An assessment is the same as evaluation in IDEA (CFR Section 1414, Title 20). At Rocketship, students are assessed by a multidisciplinary team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, mental health providers, etc. may be involved depending on the student's needs. Rocketship will inform parents that special education and related services are provided at no cost to them.

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students.[13] Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision assessments are also conducted as a component of all formal special education evaluations. In the case that a parent provides outside evaluation information, the IEP team also considers this information as a component of the formal evaluation.

Classroom teachers participate in the assessment process by consulting with the assessors regarding the student's academic, behavioral and social functioning. They may also provide data demonstrating the student's performance as compared to his or her peers. Education Specialists complete the academic portion of the evaluation, which includes formal as well as informal assessment.

If a student is found eligible to receive special education services under one or more of the 13 qualifying conditions, the team meets to create an Individualized Education Plan for the student.

---

[13] California state law prohibits the use of IQ tests with African American children. Assessment teams use alternative methods of assessing cognitive functioning for these students.

The team then meets no less than annually to review the IEP, and every three years to hold a triennial IEP meeting. The team may also meet in other circumstances, including:

- After the student has received a formal assessment or reassessment;
- Within 30 days of a parent's request;
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- If a manifestation hearing is required.

Rocketship assessment reports include the following: the student's present level of educational performance; the relevant behavior noted during the observation of the student in an appropriate setting; the relationship of that behavior to the student's academic and social functioning; the educationally relevant medical findings, if any; a determination concerning the effect of environmental, cultural, or economic disadvantage; a statement as to if and how the student's disability affects involvement and progress in the general curriculum; the student's historical and current functioning in the general education curriculum regardless of the setting; deficits in the student's cognitive functioning, communicative functioning, social and emotional functioning and physical functioning that might serve as a barrier to their successful involvement in the general education curriculum; and what has been the impact of the student's attendance on his/her achievement. Assessment reports will be provided to parents in their primary language whenever indicated. In the case where a parent disagrees with Rocketship's assessment in a particular area, they are informed of their right to request an Independent Educational Evaluation, which is provided at the school's expense.

Every three years, a student with an IEP is re-evaluated. The triennial assessment serves two purposes: to review progress made since the last formal evaluation, and to determine if the student continues to be eligible to receive special education services. Prior to the triennial IEP, the IEP team reviews existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of that review and input from the student's parents, the IEP team identifies what additional information is needed to establish the present levels of performance and determine the educational needs of the student. An assessment plan reflecting proposed assessment in these identified areas is presented to the parent, and assessment is conducted within the same timeframe as initial evaluations (60 days).

Rocketship assumes full responsibility for IEP review. Unless otherwise specified on the student's IEP, parents will be informed four times a year of the student's progress toward meeting annual goals. If reassessment is requested any time during the year, the school will have thirty days, not including school vacations greater than five days, to hold the IEP meeting

IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the Individualized Education Program team — comprised of, at a minimum, the Education Specialist, general education teacher, administrator or administrative designee, assessors, related service providers, and the parent, will then meet to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

Rocketship follows all applicable federal and state laws governing the IEP process and procedural

safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado County Charter SELPA, all of the current Rocketship schools use the SEIS electronic IEP form for documenting this process. The IEP will include a child's present level of academic performance, annual progress goals and the way that they will be measured, dates, frequency and duration of services to be provided, and the degree of inclusion for this student in the general education classroom. Our current forms are all on SEIS.

Rocketship designs IEPs such that it can be reasonably expected that the child will receive meaningful educational benefit from the program that is developed. IEP teams focus on developing the accommodations and services that are necessary for the student to access and benefit from the general education program, and we take very seriously our mandate to educate students with disabilities in the least restrictive environment. Towards this effort, whenever possible, special education services are provided by specialists within the general education classroom. We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate in the general education environment, alongside their typically developing peers, we also provide pull-out specially designed services when the IEP team determines that this is most appropriate for the individual student.

In the case that a student is exhibiting behaviors that significantly impede the learning of him/her or others, the IEP team develops a behavior intervention plan (BIP) as a formal component of the IEP. When necessary, the IEP team will conduct a Functional Behavior Assessment (FBA) to determine the function of the child's behavior, as well as environmental conditions that may be contributing to the behavior. The FBA consists of observations, interviews, record reviews, and formal testing as necessary. The results of the FBA are then used to develop the BIP, which outlines a functionally equivalent replacement behavior, specific behavior goals, services and supports (including necessary environmental changes) needed to make progress towards the goal, and a clear response plan should the behavior occur again in the future.

In the event that a student may transfer out of Rocketship, our practice is to notify the superintendent of the student's district of residence in writing of the IEP.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

Rocketship shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. Rocketship shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP. If transferring from another school within the same SELPA, Rocketship shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and school agree otherwise.

If transferring from another school within a different SELPA, Rocketship, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the

existing approved IEP for a period of up to 30 days, by which time Rocketship shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

If transferring from a school outside of California, Rocketship shall provide the student with services comparable to those described in their existing IEP, until Rocketship conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Rocketship, and develops a new IEP, if appropriate, in accordance with federal and state law

CONSIDERATIONS FOR ENGLISH LEARNER STUDENTS

Because many Rocketship students are English Learners (ELs), Rocketship carefully considers the cultural and instructional needs of students with English as a second language. Verbal and written translation of all materials, notices, documents, reports and communications is offered to parents when indicated or provided at parents' request. Assessments are to be conducted in a student's primary language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs. Rocketship follows all applicable laws in providing general education instruction and special education services to eligible EL students, as well as ensuring parent procedural safeguards. Teachers providing core content instruction, as well as special education services, have appropriate training and certification. Training is provided to specialists to ensure that IEP goals are written to support the unique learning needs of EL students with disabilities.

The results of the Home Language Survey and state-mandated language assessments (i.e. ELPAC), further described below, are considered when developing a student's IEP. Testing accommodations described on the child's IEP, are considered for administering required language assessments.

STAFFING

Our ISE team is typically comprised of a Program Director, Program Specialist, School Psychologist, Education Specialists (mild to moderate and moderate to severe), Paraprofessionals, Speech Therapists, Speech and Language Pathologist Assistants, Occupational Therapist, and other specialists as might be required by a student's IEP.

All roles are crucial to provide the appropriate amount of services personalized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the ESSA requirements.

The ISE Paraprofessional is responsible for providing individual and small group instruction for students with special needs, students with typical learning needs, students with behavioral needs, and students with emotional needs in the general education environment including, but not limited to: the Learning Lab, recess, the lunch area, and in the classroom setting. This role is responsible for implementation and recording of data for personalized instructional programs and positive behavior support plans. The paraprofessional works under the supervision of ISE teachers who will provide weekly oversight, training and direction.

The Education Specialist is responsible for managing the IEP caseload for Rocketship students who need ISE/SPED services as outlined in their IEPs. This role improves students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship-approved curriculum; documenting teaching and student progress/activities/outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment; and providing feedback to students, classroom teachers, parents and administration regarding student- progress, expectations, goals, etc.

Special education staff participate both in the professional development opportunities available to all Rocketship teachers, as well as professional development uniquely tailored to the needs of special educators. PD topics include (but are not limited to):

- Universal Design for Learning
- Co-teaching models and best practices
- Assistive technology, including augmentative communication devices
- Behavior assessment, analysis, and planning
- Crisis Prevention Intervention (CPI)
- Writing and implementing high quality IEPs;
- Facilitating high quality IEP meetings
- Data-based decision making

Special education staff also receive ongoing direct coaching from both an on-site administrator (principal or assistant principal) as well as an assigned Program Specialist who provides special-education specific consultation and support.

PARENT INVOLVEMENT

Participation and Training. Rocketship parents are encouraged to participate in the school community through optional volunteer hours and monthly community meetings. Parents of students with IEPs are full members of the parent/school community. Parents are invited to participate in Community Advisory Committee (CAC) meetings through the SELPA, either in person at the school site or via online connection, to learn more about topics related to special education needs. All meetings requiring translation are translated. These meetings provide additional training to parents in collaboration with our Charter SELPA. Lastly, we combine additional parental trainings on numerous subjects for all parents—those with IEPs and those without—with our monthly school community meetings.

Progress Updates. Education Specialists, in collaboration with General Education Teachers, begin their school year with a home visit to all students on their caseload. Education Specialists are available and in contact with parents by email, phone and home/school communication notebooks on a regular basis throughout the year.

In addition, all students' progress is updated in writing on a trimester basis. In addition to a progress report on the IEP goals, the Education Specialist will participate in these quarterly parent teacher conferences. This allows for total involvement of the entire IEP team throughout the year rather than just on an annual basis.

Rocketship is committed to having all documents provided in the primary language of the

parents/guardians in a timely manner. All meeting notices, IEPs, assessment reports, progress updates, are translated if requested by the parents. This includes verbal and written translations.

Dispute Resolution. Our SELPA offers mediation as an Alternative Dispute Resolution method. In the event that an issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningful settle issues. Parents have a right to file a complaint with Rocketship or the California Department of Education.

Rocketship believes that all parents have a right to be informed of their procedural rights in their preferred language. Parents are provided procedural safeguards prior to any special education assessment process or IEP meeting. The case manager asks if the parent would like a thorough review of these safeguards prior to every IEP meeting and, while some parents do decline, many parents appreciate the additional explanation.

Rocketship implements systems-wide special education protocols and conducts regular monitoring in an effort to maintain compliance with state and federal mandated laws to protect the rights of students and parents. In the event of a legal dispute, Rocketship Legal Counsel will work very closely with staff, our SELPA and the family (as well as other relevant stakeholders) to come to a resolution.

SECTION 504 PLANS

In addition to IDEA, Rocketship follows Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), which prohibits discrimination based on a disability.

A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services and/or supports is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under IDEA, those evaluations can be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided with a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility. Any student with a 504 Plan has a Confidential File Folder maintained by the 504 Case Manager. This folder is a supplement to the student's cumulative folder.

ENGLISH LEARNERS

Many Rocketship students are English learners.[14] As such, our instructional model is targeted toward ensuring that all of our students become Lifelong Language Learners who have reached full proficiency in the English language. Rocketship will follow all applicable laws and regulations in serving its ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Rocketship provides access to grade-level core curriculum for all ELs.

IDENTIFICATION AND ASSESSMENT

We will administer the Home Language Survey (HLS) upon a student's initial enrollment into Rocketship. If a student's HLS shows a response other than English to the first three questions, he/she must be tested for English comprehension, speaking, reading and writing within 30 days and for primary language assessment within 90 days, as required by law. School personnel shall

---

[14] Legal guidelines clarify that an English learner is a TK-12 student who, based on the ELPAC, has not developed listening, speaking, reading, and writing proficiency in English sufficient for participation in the regular school program.

arrange for these assessments and will place the HLS in the student's cumulative file.

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the ELPAC once each year to ELs until they are Reclassified Fluent English Proficient (RFEP), unless a student is classified as Initial Fluent English Proficient (IFEP) upon the initial ELPAC administration.[15] For more details on these classifications, please see below. ELPAC scores will be placed in the student's cumulative file.

The ELPAC will be used to fulfill state and federal requirements for annual English proficiency testing. The purpose of the ELPAC is to (1) identify new students who are ELs, in transitional kindergarten through grade twelve; (2) determine their level of English proficiency; (3) monitor their progress in learning English on an annual basis; and (4) determine when students have met one of the criteria to be reclassified to FEP status. Rocketship will notify all parents of the ELPAC testing requirements and of ELPAC results within 30 days of receiving results from the publisher.

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

A student's initial ELPAC score determines whether the student is classified as an English learner or whether the student is classified as Initial Fluent English Proficient (IFEP). The student is classified as IFEP if he/she meets the ELPAC initial assessment proficiency criterion set by the state.

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

In general, English Language Learners are no longer classified as "EL" once they have attained the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of modified English materials. Under current state law, students who are identified as English learners must participate in the annual administration of the ELPAC until they are identified as Reclassified Fluent English Proficient (RFEP).

Our reclassification policies and procedures are developed in accordance with the reclassification criteria outlined in the Education Code, including: (1) assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; (2) teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; (3) parent opinion and consultation; and (4) comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The process for reclassification occurs annually once the ELPAC summative scores are available. Rocketship's Analytics Team will generate a spreadsheet of EL students who are eligible for reclassification. This spreadsheet will include all necessary assessment data on students who met or are close to meeting the reclassification criteria.

---

[15] The 30-day requirement applies to students who are entering a public school in California for the first time or who have not yet been ELPAC-tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

School leaders, teachers, and any relevant support staff will collaborate to evaluate each student's overall growth and curriculum mastery. The goal of this meeting is to determine whether the EL student is able to participate in grade-level curriculum with the same level of proficiency as their native-language peers. Teachers will bring several relevant work samples (i.e. student project, writing sample) and student test scores as evidence of progress. After the conference, findings are documented in the master spreadsheet.

Teachers will also hold in-person conferences with parents to review students' language progress. If the school team recommends reclassification, the teacher will discuss this with parents and explain the evidence used in making the determination. The teacher will then obtain official signed parental consent, which will be saved in the student's cumulative file.

Students who are moved from EL status or RFEP are documented in online databases including PowerSchool and CALPADS. Rocketship will monitor reclassified students' performance for four years after reclassification in accordance with California regulations and Title III of the ESSA.

ENGLISH LANGUAGE INSTRUCTION

The State Board of Education has adopted the California English Language Development (ELD) standards as part of a national movement to ensure that students gain the necessary literacy and mathematical knowledge and skills required in 21st century higher education and workplace communities. The CA ELD standards describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content areas, with particular alignment to the key knowledge, skills, and abilities for college and career-readiness as described in the CA CCSS for ELA/Literacy and Mathematics. The CA ELD standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills.

Our instructional materials for ELD instruction will be prepared by Rocketship's Achievement Team, in the same manner as our core content instruction, as described in the Curriculum and Instruction section of this petition above.

ELD Standards. We design our English language instruction to encompass all three parts of the CA ELD standards.

- Part I: We focus on meaningful interaction with the English language, both orally and in written texts, via three modes of communication- collaborative, interpretive, and productive. We will teach students how to use comprehension strategies and analytical skills to understand the meaning of various texts. We will also teach students how to analyze and evaluate the way writers and speakers utilize language to effectively convey meaning.

- Part II: We focus on learning how English works to make meaning via three broad language processes – structuring cohesive texts, expanding and enriching ideas, and connecting/condensing ideas. We will teach students how to organize text as they read so they can better grasp the structure. We will also teach students how to adjust their own language choices as they speak and write. We expect students to apply their growing knowledge of language resources to create and comprehend precise and detailed texts

that accurately convey meaning.

- Part III: We provide foundational skills for ELs. We will differentiate instruction based on a variety of factors including age, similarities between the student's primary language and English, and oral language proficiency in English. We will teach students the meaning of words that the students are learning to decode to emphasize the importance of meaning-making.

Integrated and Designated Instruction. We will utilize both integrated and designated instruction to teach the ELD standards.

Integrated instruction occurs throughout the school day in every subject area. Teachers use the CA ELD standards in tandem with the CA CCSS for ELA/Literacy and other content areas to ensure that students are strengthening their ability to use the academic English that they are learning. Examples of integrated instruction include teachers routinely examining texts and instructional tasks to identify language that may be challenging for ELs; determining opportunities to highlight and discuss particular language resources (i.e. precise vocabulary, different ways of combining ideas in sentences, different ways to start a paragraph to emphasize a key ideas; observing students to determine how they are using targeted language; adjusting whole group instruction or work with small groups/individuals to provide adequate and appropriate support; and frequently engaging their ELs in discussions to develop content knowledge.)

Designated instruction is protected time during the regular school day where teachers use the CA ELD standards to develop critical language skills that ELs need for content learning in English. This instruction is not required or intended to be separate or isolated from the content areas, but it is a time when teachers actively engage ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks.

During designated instruction, students are grouped so that teachers can strategically target students' language learning needs and accelerate English language and literacy development. Depending on the Charter School's population breakdown, teachers may work with students individually throughout the school day or they may break students into the expanding, emerging and bridging stages of language development, further described below:

- Emerging: Students are learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language.

- Expanding: Students are increasing English knowledge, skills, and abilities in more contexts. Students are learning to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to age and grade level.

- Bridging: Students are continuing to learn and apply a range of advanced English knowledge, skills and abilities in a wide range of contexts including comprehension and production of highly complex texts. The "bridge" is the transition to full engagement in grade level academic tasks and activities without specialized instructional support.

Importantly, students will never be removed from other core content instruction to receive

designated ELD instruction and students will be grouped heterogeneously throughout the rest of the school day.

During designated ELD, there is a strong emphasis on oral language development as well as reading and writing tasks designed to develop awareness of how English works. For example, teachers may work with ELs at the expanding or bridging level to more closely examine the language used in a text that they have already read; teach the meanings of some of the general academic vocabulary and use the vocabulary in different ways in speaking and writing over the course of the next few weeks; and discuss the structure and type of text or engage in a debate about the text's content to reinforce language. Teachers may also write prompt sentences from a text and have students combine them into more complex sentences.

For a schedule of RDP's designated ELD for the current (2019-2020) school year, please see Exhibit 6.

Scaffolding. Teachers will be trained to scaffold ELD instruction to meet the needs of individual ELs depending on their proficiency levels (emerging, expanding, or bridging). Scaffolding can be substantial, moderate, or light. ELs at the emerging level will generally require more substantial support to develop the capacity for academic tasks than students at the expanding or bridging levels. For example, ELs at the emerging level may need substantial support to explain their thinking about a literary or informational text that they read closely, such as sentence frames or graphic organizers. However, ELs at every level engage in some academic tasks that require light to no scaffolding and some that require substantial. In any case, scaffolding is intended to be temporary, and independence can be promoted and increased through gradual release of responsibility.

Instructional Strategies. Rocketship teachers are trained in Project Guided Language Acquisition Design (GLAD), which includes a multi-day professional development workshop. GLAD focuses on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with EL students.

Rocketship teachers will also employ Specially Designed Academic Instruction in English (SDAIE) strategies in their classrooms, which are meant to be beneficial for all students, not just English learners. These strategies may include:

- Vocabulary development: Teachers will introduce new vocabulary words while introducing a new concept.

- Guided interaction: Teachers will structure lessons so that students work together to understand what they are learning.

- Metacognition and authentic assessment: Teachers will model and explicitly teach thinking skills and use a variety of activities to check for understanding.

- Explicit instruction: Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension, text patterns, vocabulary, writing, and decoding skills needed to complete classroom activities.

- Meaning-based context and universal themes: Teachers will incorporate meaningful references from students' everyday lives and create classroom environments that provide authentic opportunities to learn the English language.

- Modeling, graphic organizers, and visuals: Teachers will regularly utilize a variety of visual aids, graphic organizers, diagrams, summaries, and charts to help ELs easily recognize essential information and its relationship to supporting ideas.

All Rocketship teachers will be Crosscultural Language and Academic Development (CLAD) certified or in the process of obtaining CLAD or BCLAD certification.

PARENT COMMUNICATION AND PARTICIPATION

As described above, parents play a significant role in the reclassification process. Beyond that, however, we strive to find ways to engage and involve parents of our EL students. We are committed to communicating with parents in their primary language; as such, we will provide translations of all major documents, notices, public meetings, and workshops in Spanish and any other languages as needed.

In accordance with California law, RDP will establish an English Learner Advisory Committee (ELAC) if the Charter School enrolls 21 or more EL students, as further described in Element D below. For the current (2019-20) school year, RDP operates an ELAC. Parents are encouraged to participate in the ELAC as well as the School Site Council (SSC), further described in Element D below. Parents are also *encouraged* - though never required - to volunteer in their children's classrooms and attend community meetings, parent coffees, and school events. Community meetings will often advise parents on programs and services for EL students. We will inform parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

We believe that our teachers are most effective when they feel invested in their school and that their school is invested in them. To this end, we have rigorous policies and procedures for teacher recruitment, selection, retention, and professional development, further described below.

RECRUITMENT

Effective recruitment and rigorous selection are the first components to ensuring that our teachers and school leaders are well-equipped to drive student achievement.

We develop a broad pipeline of educators and principals by cultivating candidates through diverse channels such as local college career fairs, Teach for America, referral programs for our current teachers, and use of social media. We aim to hire well-qualified candidates with a focus on those who have connections to our students' experiences and communities. Throughout our recruitment process, we build excitement for the meaningful work that we are doing to transform education and eliminate the achievement gap.

Additionally, we are committed to building capacity from within. In recent years, we have increased our support for instructional hourly staff members who have potential and interest in moving into full-time teaching roles. We believe in providing opportunities for all staff to develop and advance. Furthermore, staff members in these positions have accumulated deep knowledge of Rocketship culture and practices that can translate into success in the classroom. This source of teacher talent also brings great diversity to our staff body, as candidates are often from our local school communities.

Once we develop a strong teacher candidate pool, the recruitment team screens resumes, conducts phone screens and passes teaching candidates to principals for final interview. This process enables the principals to have pre-screened, high-quality candidates for their schools with the support of Rocketship's central office. At the same time, principals are empowered to select and staff their own schools, ensuring that they hire candidates that are a good match for their school.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Summer. Each summer, Rocketship hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in our culture and our instructional model. This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around personalized learning and the Rocketship identity. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents in this culture, including how to empower parents as key supporters of their children's education after students graduate from Rocketship and move onto middle and high school. This helps ensure that our students succeed to and through college. School leaders, including both Principals and Assistant Principals, participate in three weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

Yearly. In addition to summer training, Rocketship schools dedicate time every week throughout the school year for staff professional development, for a total of 300+ hours per teacher, per year. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, and facilitating small group instruction for struggling readers in the upper grades.

We believe that often the most effective professional development session is peer-led. However, to develop the necessary subject expertise for our teachers as well as provide ongoing support for Assistant Principals, Rocketship E partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in various content areas. These organizations have included Project GLAD, the Santa Clara County Office of Education, Doug Lemov with Uncommon Schools, and the Lavinia Group. Rocketship is constantly reflecting on student achievement data and teacher instructional needs in order to

further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

COACHING

A foundational piece of our ongoing staff development is customized, targeted one-on-one coaching that Assistant Principals and Principals provide for teachers and staff members.

The overarching principles of our coaching program are a tight feedback loop, regular opportunities for practice, the identification of root cases of problems and their accompanying solutions, weekly foci for teachers, and measurable goals for coaches to assess progress and collect data.

We implement a variety of coaching strategies and practices. Coaches observe and provide written feedback, deliver in-the-moment feedback (i.e. speaking into an earpiece that the teacher wears during instruction), model instruction, and engage in co-observations with the teacher (i.e. watching a video of the teacher or observing a different teacher). All teachers receive at least four hours of support per week outside the classroom, get observed at least twice a week, receive at least two hours of professional development per week, and have a weekly one-on-one meeting with their coaches.

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Our teachers are evaluated based on the four measures described below. Each of these was developed with the goal of promoting transparency, consistency, and communication.

Student Achievement. Teachers are evaluated based on both absolute and growth metrics. Absolute metrics evaluate the percentage of students at national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the percentage of students making growth and the average years that students grow on objective assessments such as the MAP.

Parent Metrics. Teachers are also evaluated on the percentage of home visits completed, in accordance with Rocketship's Home Visit Policy. (For more information on parent participation at Rocketship, please see Element D below.)

Core Characteristics. Teachers are evaluated on their ability to demonstrate the five Rocketship Core Characteristics of pursuit of excellence, innovation, authenticity, community, and tenacity.

Teaching Performance Rubric. This rubric was designed to provide greater clarity and consistency in scoring teacher performance. The rubric describes performance expectations in areas relating to Classroom Culture, Instructional Priorities, and Serving all Students.

For a copy of the Rubric, please see Appendix 9.

At the beginning of the year, teachers meet with their coaches to review the evaluation components. Coaching occurs regularly throughout the year, as described above. Teachers undergo a mid-year evaluation in January/February and an end-of-year evaluation in May/June.

TEACHER RETENTION AND COMPENSATION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. Our Achievement Team focuses on teacher curricular tools and resources to provide teachers with high quality resources and supports. We have also introduced professional development funding that becomes available to teachers as they hit milestones of multiple years at Rocketship.

We also have developed initiatives to provide teachers with increased flexible time for planning or to meet personal needs, including early release days once per month instead of after-school professional development. We have increased opportunities for teachers to provide upward feedback on managers via surveys (i.e. manager effectiveness, staff satisfaction). We have a Teacher Advisory Group that is focused on keeping great teachers at Rocketship and providing a teacher voice on important topics that touch all aspects of our network.

Our network strives to create a competitive total compensation package that includes a robust set of benefits, retirement savings, opportunities for coaching and development, and a competitive pay. Rocketship has also structured compensation to reward high performance and bolster teacher retention. After their first year at Rocketship, teachers' annual salary increases are based on their performance in their evaluations, outlined above. Our highest performing teachers are eligible for above-average pay increases, often significantly above surrounding districts.

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Rising Leaders Program. In an effort to cultivate strong internal teacher-leader pipelines, Rocketship provides the opportunity for high achieving teachers to participate in a leadership development program called "Rising Leaders." As part of this program, teachers engage in monthly sessions that are focused on both instructional leadership as well as leading adults. Content includes strategies for peer observation and feedback, influencing others, and developing coaching goals for teachers. In addition to this monthly programming, Rising Leaders are provided with additional responsibilities on campus and are responsible for steering specific pieces of their campuses' visions. Rising Leaders may take on steering data-driven instruction, facilitating grade-level meetings on culture and instructional practices, or project management of grade-level events.

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

Rocketship also has a comprehensive development system for its Principals and Assistant Principals. (Qualifications and responsibilities for these roles are further described below in Element E.) These school leaders receive ongoing individualized coaching as well as professional development centered on key levers, which include data-driven instruction; coaching and observation; school culture; staff culture; and (for principals) school leader team management. School leaders who manage special education teachers also receive a special strand of professional development.

Our Principals all spend approximately ten hours each month receiving professional development from Rocketship's centralized Schools Team. Our Assistant Principals receive approximately two hours of professional development directly from the Schools Team and also get regular training and support from Principals. Members of the Schools and Achievement Teams also attend meetings between school leaders and teachers to provide feedback on meeting facilitation and coaching. School leaders also do monthly school walk-throughs with the Schools and Achievement Teams. All of our school leaders are also developed in content areas through our 3-5 hours per month of development from our Humanities, STEM, and Special Education content teams. These development sessions ensure that our School Leaders are not only instructional leaders, but have in depth content knowledge and are developed to build that knowledge in their teachers.

To develop skills in the strand of leadership and management of adults, all Rocketship school leaders also participate in Leadership Labs, a four part series of workshops to build and practice strong management techniques. These workshops include around 12 hours of programming and include topics such as communication, feedback, staff motivation and development, and problem solving.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

In accordance with the Local Control Funding Formula ("LCFF") requirements enacted into the Charter Schools Act, Rocketship creates annual goals for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the applicable state priorities, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Additionally, RDP has a comprehensive Local Control and Accountability Plan (LCAP) for the 2019-20 school year and continues to annually update the plan in accordance with California laws. Please see RDP's LCAP, attached as Appendix 12. Please also see Elements B&C below, which further describe the school's goals and actions to achieve those goals in the state priorities. The goals and actions described below are subject to modification as our LCAP is updated annually, without need for material revision of the charter petition.

ELEMENTS B & C: MEASURABLE STUDENTS OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: "The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with 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." — Education Code Section 47605.6(b)(5)(B).

Governing Law: *"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." — Education Code Section 47605.6(b)(5)(C).*

ELEMENT B: MEASURABLE OUTCOMES

Pursuant to Education Code Section 47605.6(b)(5)(B), the following chart describes RDP' measurable outcomes and corresponding methods of assessment that align with the state priorities, and goals and actions to achieve the state priorities, as identified in Element A of this charter.

State Priority 1 – Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
Subpriority A: Teachers		
Goals to Achieve Subpriority	Rocketship will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and credentialed.	
Measurable Outcomes	1. 100% of teachers will be appropriately assigned. 2. 100% of teachers will be appropriately credentialed.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.	RPS Human Resources (HR); Principal
Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.	Successful completion of a rigorous interview process that incorporates feedback from Rocketship's Recruitment Team and multiple stakeholders including school	RPS Recruitment Team; HR; Principal

	leaders, other teachers, and parents.	

Subpriority B: Instructional Materials		
Goals to Achieve Subpriority	All Rocketship students, including all subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.	
Measurable Outcomes	100% of Rocketship students will have access to up-to-date, standards-aligned instructional materials in their classrooms	

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
All instructional materials prepared and purchased (e.g., scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition. Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.	Annual review (and other periodic reviews as necessary) of standards-aligned materials by Rocketship's Achievement Team, Schools Team, and school leaders. Annual budget review and allocation.	RPS Achievement Team, Schools Team, school leaders

Subpriority C: Facilities		
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by Education Code §17002.	
Measurable Outcomes	Exemplary rating according to Annual Facility Inspection Reports, with no deficiencies or extreme deficiencies.	

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Maintain and update facilities as needed to provide a safe, clean learning environment.	Annual Facility Inspection; daily spot checks; regular walkthroughs by custodial staff; facility inspection checklists prepared by Business Operations Manager	RPS Facilities Team; RPS Schools Team; Principal; Business Operations Manager
Address safety hazards immediately and refer general	Annual Facility Inspection; regular facility inspections to screen for	RPS Facilities Team; RPS Schools Team;

needs items to the Board for review and prioritization.	safety hazards; facility inspection checklists prepared by Business Operations Manager	Principal; Business Operations Manager

State Priority 2 – Implementation of Common Core State Standards
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Subpriority A: CCSS Implementation

Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that 100% of students, including 100% of students in all subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.	
Measurable Outcomes	1. All instructional materials in ELA/Literacy and Mathematics will be aligned to CA CCSS. 2. All teachers will receive at least five hours in professional development specifically on CCSS implementation.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Rocketship's Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned intellectual preparation and unit planning materials as described in this charter. Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.	Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned. Professional development calendar reflecting specific CCSS-implementation sessions.	RPS Achievement Team; RPS Schools Team; School Leaders

Subpriority B: EL Students and Academic Content Knowledge

Goals to Achieve Subpriority	100% of English learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English learner and other subgroups.

Measurable Outcomes	1. Rocketship EL students perform at levels of proficiency equal to or exceeding the local school district on annual CAASPP tests. 2. 100% of students, including 100% of all subgroups, have access to CCSS-aligned instruction and materials. 3. 100% of teachers receive professional development on scaffolding CCSS instruction for ELs. 4. 100% of teachers receive training in best practices to improve English language proficiency.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results; EL student cumulative folders	Principal; teachers
Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.	Professional development schedules.	RPS Achievement Team; School Leaders
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide a broad range of high-quality, standards-aligned instructi\'onal resources that facilitate ELs' access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD standards.	Professional development schedules. Annual inventory of instructional materials and assessments.	RPS Achievement and Schools Teams; School Leaders
Subpriority C: EL Students and English Language Proficiency		
Goals to Achieve Subpriority	All Rocketship students make progress to become	

	proficient in English.	
Measurable Outcomes	English Learner Progress Indicator will increase to 60%.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	RPS Achievement Team; Principal; teachers
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	ELPAC results. Results from other interim assessments as described in this charter.	RPS Achievement Team; RPS Analytics Team; School Leaders; teachers
Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted interventions.	Professional development schedules	RPS Achievement Team; School Leaders

State Priority 3 – Parental Involvement Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A: Achieving/Maintaining Parental Involvement	
Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.
Measurable Outcomes	1. Parent service on the regional advisory board, as prescribed by this charter and Rocketship policies. 2. Parent service on the School Site Council, as prescribed by this charter and Rocketship policies. 3. Parent service on the English Learner Advisory Council, as prescribed by this charter and Rocketship policies. 4. Parent participation in community meetings.

	5. Parent responses on the annual Parent Survey indicate satisfaction with their relationship with Rocketship teachers, staff members, and community.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter.	Membership rosters.	RPS Board of Directors; RPS Growth & Community Engagement Team; RPS Schools Team School Leaders
Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings.	Parent Surveys. Meeting minutes. Attendance rosters at school events.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders

Subpriority B: Promote Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	1. Percentage of parents attending an average of at least one school event per month will be at least 35% 2. Parent satisfaction will be above 85% **Note:** In accordance with Ed Code 47605(b) and (n), parental involvement shall not be a requirement for acceptance to, or continued enrollment at, the Charter School.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings	Parent participation logs. Attendance roster at school events.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders
Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.	Translated documents provided to parents.	School Leaders; Office Manager

Subpriority C: LCAP		
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.	
Measurable Outcomes	Input from parents representative of all student subgroups, including Hispanic, Asian, homeless, foster youth, and Special Education, on LCAP goals generated during in-person community meetings, SSC meetings, and LCAP take-home surveys.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent surveys to gather feedback.	Annual LCAP. Parent meeting minutes. Parent Survey.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders

State Priority 4 – Student Achievement
Pupil achievement, as measured by all of the following, as applicable:
A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment

B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)
D. EL reclassification rate
E. Percentage of pupils who have passed an AP exam with a score of 3 or higher
F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Subpriority A: CAASPP	
Goals to Achieve Subpriority	Rocketship students will exceed the average performance levels of students in schools with similar demographics in the local school district on state assessments.
Measurable Outcomes	CAASPP Proficiency Rates: 2019-20 (Targets)

	ELA	Math
CAASPP Overall	50%	60%
CAASPP EL	30%	40%
CAASPP SED	50%	58%

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Implementation of the CCSS aligned curriculum and instructional strategies. Teachers will receive training on the CA Common Core Standards. Student support structures (differentiated instruction, online learning programs, ILSs) Curriculum designed to support ELs and other struggling subgroups. Implementation of assessment software that mimics the online testing format and rigor of the CAASPP. ISE services as described in this Charter.	Review of yearly, unit, and daily planning and preparation materials. Review of assessment materials. Professional development schedules. Collaborative meetings among school leaders, teachers, and other service providers (*e.g.*, ILSs, Education Specialist)	RPS Achievement Team; RPS Schools Team; School Leader; Education Specialist
Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.	Interim standards-aligned benchmark assessments. CAASPP results.	RPS Achievement Team; RPS Schools Team; RPS Analytics Team; School Leaders

Subpriority C: EL Proficiency Rates	
Goals to Achieve Subpriority	EL students will make progress toward EL proficiency each year.

Measurable Outcomes	English Learner Progress Indicator will be above 60%	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor EL students to assure they are making expected progress. Use the new CCSS ELD standards to guide instruction of EL students. Train teachers in SDAIE and GLAD strategies.	Reading, Writing, and Math formative assessments, ELPAC scores. Student progress reports. Review of yearly, unit, and daily lesson plans.	RPS Achievement Team; School Leaders; teachers

Subpriority D: EL Reclassification Rates		
Goals to Achieve Subpriority	RDP EL students will become proficient in English and reclassified such that they are no longer designated as English learners.	
Measurable Outcomes	Reclassification rate increases by one percentage point per year above the average for the next three years (i.e. Year 1 = average rate + 1; Y2 = avg. rate + 2; Y3 = avg. rate + 3)	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Classroom teachers and ILSs provide scaffolded supports to EL students to help them to become proficient in English and to become reclassified. Students continue to be monitored classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support. Train teachers in SDAIE and	Reclassification statistics. Formative assessments in reading, writing, math. ELPAC	RPS Achievement Team; School Leaders; teachers

GLAD strategies.		

State Priority 5 – Student Engagement
Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

Subpriority A: Student Attendance Rates

Goals to Achieve Subpriority	RDP will maintain a high average daily attendance rate, school wide and for all subgroups.	
Measurable Outcomes	ADA rates will be above 95% school-wide	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor attendance reports. Educate parents and students about the importance of daily attendance.	Monthly attendance reports. Parent outreach materials.	RPS Operations Team; School Leaders; Business Operations Manager; Office Manager
Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	Satisfaction surveys. Community meetings.	RPS Schools Team; School Leaders
Hold conferences with parents of students who regularly miss school.	Parent conference records	Principal; teachers

Subpriority B: Student Absenteeism

Goals to Achieve Subpriority	RDP will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.	
Measurable Outcomes	Student chronic absenteeism < 10.0%	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**

Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.	Review of instructional plans and materials. Bell schedules.	RPS Schools Team; School Leaders; Teachers

State Priority 6 – School Climate
School climate, as measured by all of the following, as applicable:
A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Subpriority A: Pupil Suspension Rates

Goals to Achieve Subpriority	RDP will minimize pupil suspension rates by implementing various methods to help students who are struggling school wide and for all subgroups.
Measurable Outcomes	Suspension rates lower than surrounding district schools with similar demographics, school-wide and for all subgroups.

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curriculum incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and service providers. Annual School Accountability Report Card.	RPS Schools Team; School Leaders; Teachers

Subpriority B: Pupil Expulsion Rates		
Goals to Achieve Subpriority	RDP will minimize pupil expulsion by implementing various methods to support students who are struggling.	
Measurable Outcomes	RDP will maintain an annual expulsion rate of 0.0%, school-wide and for all subgroups.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula are incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and service providers. Annual School Accountability Report Card.	RPS Schools Team; School Leaders; Teachers

State Priority 7 – Course Access	
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
Goals to Achieve Priority	RDP will provide all students, including all subgroups, access to a broad course of study.
Measurable Outcomes	1. 100% of students, including 100% of students in all subgroups, receive instruction in English, mathematics, social sciences, science, visual and performing arts, and health.

	2. 100% of students, including all subgroups, are provided PE classes 200 minutes every two weeks.	
Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).	Bell schedule. Review of yearly, unit, and daily lesson plans.	RPS Schools Team; RPS Achievement Team; School Leaders
Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedules.	RPS Achievement Team; RPS Schools Team; School Leaders

State Priority 8 – Other Student Outcomes
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Subpriority A: English

Goals to Achieve Subpriority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.
Measurable Outcomes	CAASPP Proficiency Rates 2019-20 Targets (from LCAP): | CAASPP Overall	50%
CAASPP EL	30%
CAASPP SED	50%	

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (*e.g.*, phonics, reading comprehension instruction, guided	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data. CAASPP and ELPAC.	RPS Schools Team; RPS Achievement Team; School Leaders; Teachers

reading, Writer's Workshop) as described in Element A of this petition.

Provide supports to EL students, students with disabilities, and other struggling subgroups.

Systematically monitor progress of all students.

Subpriority B: Mathematics		
Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.	
Measurable Outcomes	CAASPP Proficiency Rates 2019-20 Targets (from LCAP): <table><tr><td>CAASPP Overall</td><td>60%</td></tr><tr><td>CAASPP EL</td><td>40%</td></tr><tr><td>CAASPP SED</td><td>58%</td></tr></table>	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Use CCSS to guide Mathematics instruction. Utilize a variety of instructional strategies as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data. CAASPP.	RPS Schools Team; RPS Achievement Team; School Leaders; Teachers
Subpriority C: Social Studies		

Goals to Achieve Subpriority	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.	
Measurable Outcomes	1. School provides standards-aligned instructional materials with focus on nonfiction and vocabulary study in social studies 2. School provides standards-aligned professional development with focus nonfiction and vocabulary study in social studies 3. 100% of full-time teachers have appropriate credentials	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Social Studies will be incorporated into ELA/Literacy instruction. Nonfiction block will include social studies texts. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	Yearly, unit, and daily lesson plans.	RPS Achievement Team; School Leaders; teachers

Subpriority D: Science		
Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.	
Measurable Outcomes	1. School provides standards-aligned instructional materials 2. School provides standards-aligned professional development 3. 100% of full-time teachers have appropriate credentials	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block.	Yearly, unit, and daily lesson plans. NGSS-aligned unit	RPS Achievement Team; School Leaders; teachers

	assessments.
NGSS-aligned science concepts will be incorporated into Mathematics instruction.	CST for Science for 5th grade students (as applicable under CAASPP testing requirements)
NGSS-aligned science concepts will be explicitly taught throughout the school day.	
Teachers and school leaders will participate in NGSS trainings and workshops.	
Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented.	
EL students will receive scaffolded language support.	
Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	

Subpriority E: Arts

Goals to Achieve Subpriority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in enrichment classes.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive at least two enrichment courses during the week.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Offer at least two enrichment subjects to students. Enrichment teachers participate in professional development and school wide data analysis to ensure rigor and effectiveness. Incorporate visual and performing arts activities and projects into the	Yearly, unit, and daily lesson plans. Bell schedule.	RPS Achievement Team; School Leaders; teachers

school day.		

Subpriority F: PE (Physical Education)		
Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.	
Measurable Outcomes	100% of students attending school, including all subgroups (with the exception of students excused for medical reasons) participates in an average of 200 minutes of PE every two weeks.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.	Bell schedule	RPS Schools Team; School Leaders

ELEMENT C: ASSESSMENT MEASURES

RDP affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Rocketship's assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, interim, and summative assessments.

Baseline assessments measure basic academic skills in English Language Arts and mathematics at the beginning of a school year or the beginning of a unit of study.

Formative assessments will be frequent and will include formal and informal performance based assessments in the context of classroom activities and daily learning. These assessments will help students to better understand their strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge.

Interim assessments fall between formative and summative assessments and provide standardized data that can be aggregated and analyzed. Interim assessments may predict student performance on an end-of-year summative assessment, they may provide evaluation information about the impact of a curriculum or a program, and they offer instruction information that helps diagnose student strengths and weaknesses.

Summative assessments will take place in English/Language Arts and Mathematics at the end of

the year in the form of Smarter Balanced tests. Additional summative assessments will include end-of-year leveled reading assessments, cumulative math assessments, and writing checklists, which can be compared to the baseline assessments from the beginning of the year. These will be year-end leveled reading assessments, cumulative math assessments, and writing checklists.

As further described in Element above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strengths and weaknesses, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the CCSS. Assessments will be used to inform instruction as well as to track and monitor student growth and learning.

Rocketship's current assessments are as follows:

- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced assessments for English Language Arts and Mathematics each spring. Additionally, the California Science Test will be administered annually in the spring to students in grade five. These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state and federal measurements. The ELPAC will be administered to English Learners annually.

- Leveled Reading Assessments (baseline, formative, summative)—All students in grades TK-5 will be assessed regularly throughout the year using the STEP Literacy and Fontus and Pinnell Literacy assessment.

- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.

- Mathematics Assessments (formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Ongoing assessment will take the form of teacher observations, daily exit tickets, assignments, and performance-based assessments involving problem-solving. At the end of each unit, student understanding and mastery will be measured through network-created unit assessments. Additionally, students take a quarterly "cumulative" assessment created by the network. This assessment is aligned to CCSS and assesses all content taught up to that point in the year - allowing teachers to measure student retention of content past the unit cycle.

- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to assure they will be prepared for Smarter Balanced Assessments.

- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using unit assessments from the science program we

choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects. There will also be assessments at the end of transdisciplinary units such as project rubrics, written checklists, and/or performance tasks.

- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.

- Social Emotional Learning Assessments (formative, summative)—Teachers will explore and develop tools, some of which will be aligned with the RULER Approach and Kimochis curriculum, to identify and support students' social-emotional growth.

USE AND REPORTING OF DATA

Rocketship will utilize Schoolzilla to track and maintain student data. Rocketship teachers will be engaged in an ongoing process of data review and evaluation in connection to student learning outcomes. They will analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance. Teachers will identify patterns of underperformance or high performance, and identify students who are not making adequate progress. Additionally, assessment data will be used to judge the effectiveness of curriculum units and teaching. This information will then be used to refine or change future units and instruction. Collaborative grade-level teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers will meet to review reading, writing, and math assessments after initial assessments are done in the first month of school. CAASPP test data will also be reviewed at this time.

REPORTING TO PARENTS/GUARDIANS

Rocketship places a high value on communication between parents and teachers. We have regular parent/teacher conference periods and progress reports each year.

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

Rocketship will promptly meet all reasonable inquiries for data from the Authorizer and assure timely scheduled data reporting in compliance with the law. In accordance with Title III, Rocketship will adhere to all mandated reporting guidelines in relation to English learners, including notification to parents regarding ELPAC results and reclassification. In accordance with IDEA, Rocketship will comply with all state and federal laws regarding reporting requirements for children with IEPs.

ELEMENT D: LOCATION

"The location of each charter school facility that the petitioner proposes to operate
- California Education Code Section 47605.6(b)(5)(D)

RDP is located at 370 Wooster Ave. in San Jose, California. We plan to remain located at this site through the term of this renewal.

ELEMENT E: GOVERNANCE STRUCTURE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."
- Education Code Section 47605.6(b)(5)(E)

In accordance with Education Code section 47604, all Rocketship campuses will be operated by Rocketship Education, Inc. (RSED), a California non-profit public benefit corporation with 501(c)(3) status, doing business as Rocketship Public Schools (RPS). All staff will be employees of Rocketship. Rocketship will be governed by its Board of Directors ('the Board") pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. **(**Rocketship's Articles of Incorporation and Bylaws are attached as Appendix 10.**)**

Rocketship will operate autonomously from SCCOE and any other authorizer, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to Education Code Section 47604(c), the authorizer shall not be liable for the debts and obligations of Rocketship, or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the authorizer has complied with all oversight responsibilities required by law.

GOVERNANCE STRUCTURE

BOARD OF DIRECTORS

Rocketship Education, d/b/a Rocketship Public Schools is a non-profit network of public elementary charter schools that has exclusive responsibility for charter schools in California and Tennessee.

Rocketship Public Schools does not operate as a parent organization and has never been an entity under criticism from the Financial Crisis and Management Assistance Team (FCMAT) because of conflicts of interest, misuse of public funds, lack of transparency and in some cases outright fraud/misappropriation of funds.

As we continue to expand our network and reach nationwide, Rocketship has focused on building organizational capacity to maintain high-quality schools while also fueling growth. We have

worked to develop and consistently apply functional expertise in each of the areas that comprise the complexity of school management.

Rocketship is focused on easing the administrative burden of our schools so they can focus exclusively on instruction and student achievement. We do this by centralizing a full range of school services. The Central Office Expense Allocation Fee directly supports the operations of our schools, much like a district supports the operations of the schools it supports. In addition, our Achievement Team and our Schools Team are part of Rocketship's centralized Network Support Team. Those teams are charged with developing the instructional vision, supports, mentoring, and professional development of our school leaders and teachers across all schools.

The current support that Rocketship administration staff provides includes the following:

- High-quality support via centralized Schools Team and Achievement Team to increase student achievement (*i.e.*, planning and designing instructional materials and resources; creating academic visions and goals; coaching of school leaders and teachers; guiding the data analysis process; facilitating professional development for teachers and school leaders)
- Talent management (*i.e.*, recruitment; teacher and school leader pipeline development)
- Growth/policy (*i.e.*, government relations; supervising community outreach and parent involvement)
- Finance (*i.e.*, financial analysis and monitoring; budgeting; accounting, payroll, billing)
- Strategy (*i.e.*, project management; cross-functional facilitation; devising systems for operational issues; overseeing network expansion)
- Facilities (*i.e.*, site location, design, permitting, entitlements)
- Legal (*i.e.*, compliance; completion of required filings; support with education and governance laws and policies)
- Human Resources (*i.e.*, hiring, infrastructure, employment issues, benefits, compliance)
- Operations (*i.e.*, coordinating with service providers; developing and managing systems)
- Communications (*i.e.*, marketing and public relations)

These critical support services are comprehensive and support many academic and most non-academic obligations under state law, charter petitions, and memorandum of understandings established with authorizers. The staff is overseen by a Senior Leadership Team (SLT), which is a group of department leaders with deep and diverse functional expertise. For bios of our current SLT members, please see Appendix 10.

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students' parents regarding issues of significance and to weigh the input and opinions carefully before taking action.

Rocketship's Bylaws state that the Board must consist of at least three (3) and up to twenty-five (25) members. Board members serve for staggered terms of two years. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. At least two of these Board members will be parents of a student currently enrolled at Rocketship. For bios of our current Board members, please see Appendix 10.

The Board will be comprised of the following individual officers:

- Chairman of the Board, responsible for presiding over Board meetings and performing various duties as assigned by the Board.
- Secretary, responsible for keeping account of Board minutes, Articles and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information return filings, and corporate filings.

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary.

The Board will meet on a regular basis in accordance with the Bylaws. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

New directors will be elected as defined in the Bylaws. Qualifications of current and future board members include:

- Academic expertise, including subject and professional development knowledge in Literacy and Math
- Significant involvement in the communities served by Rocketship
- Operation of charter schools
- Real estate, legal, and financial expertise
- Fundraising ability

Rocketship complies with Education Code section 47604(b) that states that the entity that "grants a charter for the establishment of a charter school formed and organized pursuant to this section shall be entitled to a single representative on the board of directors of the nonprofit public benefit corporation."

BOARD DUTIES

The Board will be responsible for Rocketship's operation and fiscal affairs, including but not limited to:

- Adopting policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.
- Setting Rocketship's enrollment and grade-level configuration;
- Approval of annual school budget, interim budgets, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with SCCOE;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Oversee material changes to the school charter;

- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Monitoring Rocketship's performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring Rocketship's fiscal solvency;
- Participation in Rocketship's annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to Rocketship policy;
- Increasing public awareness of Rocketship.

Rocketship will update the District on any changes to the bylaws or composition of the Rocketship Board of Directors.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed on it by law. The Board may delegate to an employee of Rocketship any of those duties with the exception of those listed in the Bylaws as non-delegable. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. Where the Board has formally taken action to delegate authority to staff, changes must:

- Be in writing;
- Specify the designee;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members, with the presence of a quorum as required by the Brown Act.

The Board may utilize an Executive Committee and establish other committees as necessary to perform various governance functions. If utilized, the Executive Committee will be composed of no fewer than two members. All Board committees shall comply with the Brown Act and the Rocketship Conflict of Interest Code.

Moreover, Rocketship agrees to comply with the requirements of the Brown Act, the Public Records Act, Government Code Section 1090 et seq. and the Political Reform Act. Rocketship also has adopted the Fair Political Practices Commission Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18739, including the formal designation of reporters and reporting categories and the forms to be filed thereunder, and requires all designated Charter School employees and governing board members to comply therewith. The Rocketship Board shall also comply with Education Code 47604.1. Please see Appendix 10 for a copy of the Rocketship Conflict of Interest Code.

BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act, and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be manned by a Rocketship staff member, is available at each school site for every governing board meeting. The notice and agenda of each meeting will provide for public comment from each

physical and teleconference location. Materials will be available online and by request at teleconferencing sites. In accordance with Education Code 47604.1, Rocketship shall hold its Board meetings within the physical boundaries of the county in which the greatest number of Rocketship pupils reside. At the time of this writing, that county is Santa Clara County. However, members of the Board and the public may choose to participate at any Rocketship school teleconferencing site.

Furthermore, in accordance with Education Code 47604.1, Rocketship shall audio record and/or video record all the governing board meetings and post the recordings on the Charter School's website.

The Board will also hold special meetings as necessary, including for the consideration of pupil expulsion and other time-sensitive issues that may need the Board's attention outside of the regular Board meeting schedule. All special meetings will be held in accordance with the Bylaws and the Brown Act.

The Board of Directors meetings will be headed by a Board Chairman. As long as a quorum exists as defined by the Bylaws, measures voted on by the Board may be passed with a simple majority of present members as allowable under state law.

Meetings of the governing Board will not include discussion of topics not related to the governing of Rocketship Public Schools. Neither will a quorum of the Board discuss business outside of public meetings.

The Rocketship Board participates annually in professional training regarding topics such as board governance, compliance with the Brown Act, strategic planning, and conflicts of interest rules.

PARENT PARTICIPATION

We understand that a parent is a child's first teacher and lifelong advocate. We strive to partner with parents in a variety of ways so that they can become active participants in the school and the community as they promote their children's education. As described in Element A, our teachers and school leaders conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

We provide numerous opportunities for parents to get involved in the operations and governance of the school. Parents can become members of the Advisory Board (further described above) or become involved with the School Site Council or English Language Advisory Committee (further described below).

We also encourage our families to be involved in partnership activities during the school year. Partnership activities vary widely and can include assisting in classrooms, translating documents, providing administrative assistance, participating in community and family meetings, attending advocacy events, and assisting in special school events. As further explained in this petition, partnership hours are not required and are not a condition for admission or continued enrollment at a Rocketship school.

We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, RDP holds meetings specifically designed to help parents understand the components of the LCAP and to discuss the best ways for the school to use LCFF funds to serve students in alignment with the state priorities. RDP also has developed a survey, translated into English and Spanish, to ask parents about their preferences regarding the allocation of LCFF funds for various services and resources.

SCHOOL SITE COUNCIL

Each Rocketship school forms a School Site Council (SSC), which will be comprised of the following:

- The school Principal;
- The school Office Manager;
- School personnel, 75% of which are classroom teachers;
- Parents of students attending the school, or other community members selected by parents.

The number of parents/parent-selected community members on the SSC must be equal to the number of school personnel. The SSC will implement bylaws that describe selection and replacement procedures.

The SSC will participate in the development and approval of the school's Local Control and Accountability Plan, which governs how the school will spend its state categorical funding.

Beyond fulfilling its legal obligations as described above, the SSC will seek to empower parents in the education of their children. The SSC may engage in a number of activities and initiatives, including, but not limited to:

- Engage in professional development opportunities for parents (e.g. through trainings in data analysis, budget review, curriculum and instruction, etc.).
- Review of attendance trends and policies.
- Review of English learner achievement and reclassification data.
- Review of the Parent Survey and School Needs Assessment.
- Budget and categorical funding allocation (LCFF allocation).
- Review of the instructional model and curriculum.
- Provide input on school events, school culture, and staff professional development.
- Provide input on school policies, school safety plans, and discipline procedures.
- Implement initiatives to increase parent engagement.

The SSC will hold regular meetings in accordance with its Bylaws and applicable law. Records of attendance and meeting minutes for each meeting will be kept at the school site.

ENGLISH LEARNER ADVISORY COMMITTEE

Under Education Code Section 52176(b), traditional public schools with more than 20 students of limited English proficiency ("English learners," or "ELs") shall establish a school level advisory committee on which parents/guardians of such students constitute membership in at least the same percentage as their children represent of the total number of students in the school. Other members of the ELAC can be parents/guardians of non-EL students, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. RDP chooses to comprise an ELAC.

Schools may designate, for this purpose, an existing school level advisory committee (e.g. SSC), or subcommittee of such an advisory committee, if the advisory committee, or subcommittee where

appropriate, meets the criteria stated above. At Rocketship, we try to have our SSC and ELAC overlap to the extent desired by the school and possible under the law.

In accordance with Education Code Section 52176, the ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the SSD and LCAP.

Additionally, the ELAC shall assist the school in the development of:

- The school's needs assessment.
- The school's annual language census.
- Ways to make parents aware of the importance of regular school attendance.

Along with the SSC, the ELAC will also engage in the additional functions and activities listed above.

DETERMINING SUCCESS OF PARENT INVOLVEMENT

Parent involvement is critical to the academic success of Rocketship students and the overall success of each Rocketship campus. The Board, along with Rocketship staff and school leaders, will use dashboard metrics to measure the success of parent involvement. The key goals for successful parent involvement are:

- Enlisting parent leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving strong family attendance at school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to R:S.
- Encouraging each RDP family to complete volunteer hours at the school per year: As described above, RDP parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RDP teachers and staff with various school operations. However, in accordance with Education Code Section 47605.6(e)(2)(B)(iv), parental involvement is NOT required for acceptance to, or continued enrollment at, any Rocketship charter school. Pursuant to Education Code Section 47605.6(n), the Charter School will affirmatively notify current and prospective parents of this during the application and enrollment process and at the beginning of every school year.

ELEMENT F: EMPLOYEE QUALIFICATIONS

Governing Law: "The qualifications to be met by individuals to be employed by the charter school." -- Education Code Section 47605.6(b)(5)(F)

Rocketship recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605.6(e)(1), Rocketship shall be nonsectarian in its employment practices and all other operations. Rocketship shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Rocketship. These criteria are further described in the remainder of this section.

All Rocketship teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document required for that teacher's certificated assignment. Rocketship will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring. Rocketship teachers will be in compliance with AB 1505.

RDP acknowledges that, pursuant to Education Code Section 47605.6(l), there is no flexibility in credentialing at the Charter School. All teachers at the Charter School are required to be credentialed in the same manner as are teachers at public noncharter schools.

RDP is a school of choice and will comply with all applicable state and federal laws regarding background checks, clearance of personnel, and maintenance and disclosure of employee records. All employees are subject to state and federal employment laws.

PRINCIPAL

The Principal is responsible for creating a school capable of achieving the Rocketship mission and goals. This includes leading RDP in all aspects of its day to day operations and working with the RPS Board of Directors, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal is the instructional, cultural, managerial, and community leader of the school. The Principal sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish the fifth grade at or above grade level. Additionally, the Principal directly manages, supports, and develops the Assistant Principal and the Office Manager. The Principal may serve as the manager and coach of all educators, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Principal is also responsible for

engaging and empowering parents to become lifelong advocates for their children's education.

Responsibilities:
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Manage, support, and develop other members of the school leadership team including the Assistant Principals and Office Manager
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, supported, and valued and there is open communication about professional growth and future career opportunities
- Foster a school culture and environment of constant reflection and professional growth so that all staff continues to emerge as leaders within Rocketship and quickly assume leadership positions within the organization
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings and parent/family meetings, and also empowers them to become active advocates for their Rocketeer's education and achievement
- Promote collaborative problem solving and open communication between educators, students, and families
- Develop classroom educator practice and leadership through direct observation, coaching, and training (4+ teachers)
- Design and lead staff meetings
- Oversee and/or contribute to the design and implementation of staff professional development and collaborative planning time
- Lead the execution of community meetings and events
- Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth
- Provide leadership toward creative and positive data driven behavioral innovations and instruction for high risk students, their teachers and their families.

Qualifications:
- 2+ years of experience teaching in an urban city classroom and realizing significant gains
- Strong leadership skills and personal drive
- Relentless pursuit of high expectations
- Strong organizational skills
- Passion for urban children and their families
- Ability to build partnerships with community organizations
- Strategic planning experience
- Ability to engage and empower parents and families
- Strong communication skills
- An entrepreneurial spirit and a proven track record
- Experience in building and maintaining outstanding school culture
- Results-oriented and data-driven
- Ability to develop others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Background check, TB test and fingerprinting

- BA from accredited university
- Possession of a valid California teaching credential or permit that would qualify the individual to hold a credentialed teaching position in a California public school.

ASSISTANT PRINCIPAL

Reporting directly to the Principal, the Assistant Principal plays a critical role in driving academic achievement for students. The Assistant Principal ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the school. The Assistant Principal leads two primary streams of work: teacher coaching and professional development (PD). The Assistant Principal directly coaches a number of educators, which includes conducting observation cycles, modeling lessons, co-planning lessons, real-time coaching, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Assistant Principal also leads the design and implementation of group teacher professional development and collaborative planning time. This individual provides staff with the appropriate resources and support to ensure that each Rocketship school's Rocketeers realize over a year's worth of progress annually.

Responsibilities:
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Ensure over a year's worth of progress for all Rocketeers annually through rigorous coaching and PD
- Drive student achievement results through regular 1:1 coaching sessions with select staff members
- Oversee the implementation of a rigorous and highly personalized curriculum in classrooms of coached educators
- Oversee and supervise the ILSs and the Learning Lab
- Promote collaborative problem solving and open communication among teaching staff members
- Ensure Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued
- Lead and/or contribute to the design and implementation of weekly staff professional development and collaborative planning time
- Identify, celebrate, codify, and share instructional best practices across the school and network
- Implement and share educator coaching and development best practices with other members of the school leadership team
- Assist in the management of school-based Integrated Service Education program
- Collaborate with the Education Specialist at each site to ensure that teachers are receiving the necessary support and professional development to maximize the delivery of instruction in a full-inclusion model
- Have a lasting impact on the design of network professional development resources

Qualifications:
- Have achieved made significant gains with their students for at least the past year or years;

- Espouse RDP's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Demonstrated the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Assistant Principal to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Ability to be a strong team player, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.
- 2+ years' experience teaching in an urban city classroom
- Strong time management and organizational skills
- Result-oriented and data-driven
- Relentless pursuit of high expectations
- Ability to inspire and motivate others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Ability to develop others
- Passion for urban children and their families
- Strategic planning and project management experience
- Strong verbal and written communication skills
- Deep knowledge of elementary literacy and/or math instruction
- Experience with or interest in the use of technology in promoting teacher development a plus
- Background check, TB test and fingerprinting
- BA from accredited university
- Possession of a valid California teaching credential or permit that would qualify the individual to hold a credentialed teaching position in a California public school.

CORE CLASSROOM TEACHERS

RDP shall comply with Education Code Section 47605.6(l), which states:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority.

All core teachers will have or be working toward CLAD certification or a CCTC recognized equivalent.

Each year, teachers will be evaluated based on their ability to make significant gains. It is expected that some teachers will be able to make significant gains in a single year; others may take two or three, and still others may not be capable. In addition to significant gains, teachers must show a strong ability to work with and mentor their peers in order to be prepared to take on the role of Assistant Principal.

Responsibilities
- A full day of teaching, primarily within the academic areas in which they focus their teaming;
- Mentoring and instructional advice for their peers, especially other educators, to help them develop the skills needed to progress as educators.

*Qualifications***:**
- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice;
- Hold a valid teaching credential;
- Demonstrate the potential to make significant gains for students.
- Background check, TB test and fingerprinting required

Teachers receive competitive, performance-based salaries, which are often higher than surrounding districts by 10% or more.

Teachers assigned to a TK classroom will have been issued at least one credential by the CTC and shall, by August 1, 2020, have at least one of the following:

- At least 24 units in early childhood education, or child development, or both;
- As determined by the local education agency employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described above;
- A child development permit issued by the CTC.

EDUCATION SPECIALIST

The Education Specialist is a full-time position that reports to the school Principal. The Education Specialist will be responsible for managing the IEP caseload for Rocketship students who require special education services as outlined in their IEPs. The role of the Education Specialist is to improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship approved curriculum; documenting teaching and student progress/activities/ outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment and providing feedback to students, classroom teachers, parents and administration regarding student progress, expectations, goals, etc.

Responsibilities
- Ensure that all students realize the academic goals outlined both within their IEPs and by Rocketship and realize at least one year's worth of progress
- Collaborate with school personnel, parents, and other service providers for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum
- Coordinate referral and assessment procedures and facilitate the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational therapy, etc.)
- Evaluate students' abilities in basic academics for the purpose of development of remediation plans and/or assessing student progress

- Provide one-to-one or small group instruction, direct services and push in or pull out intervention as required by IEP
- Provide accommodations and/or modifications to learners with disabilities for assignments and testing as determined by the IEP team
- Draft and write professional and compliant IEPs, as well as finalize the data in SEIS
- Instruct students for the purpose of improving their success in assigned basic academic subject areas of reading, writing and/or math
- Manage student behavior for the purpose of providing a safe and optimal learning environment, develops behavior support plans as needed
- Participates in various meetings (IEP, parent conferences, in service training, staff meetings etc.)
- Provide leadership for ensuring full compliance with legal requirements as prescribed by federal law under the IDEA and the Education Code
- Collaborate with parents as educational partners and provide ability awareness as needed

Qualifications
- Embrace the mission of Rocketship Public Schools
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- Ability to navigate school setting to support students in multiple spaces
- Skills in organization and planning in order to plan excellent instruction for students
- Thrive in an inclusive school setting, as well as an interest in participating in co-teaching and collaboration with other staff members
- Willingness to participate in ongoing professional development over the course of the school year to develop one's practice and skills
- Abilities to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments.
- Background check, TB test and fingerprinting required
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential
- Bachelor's degree required; Advanced Degree optional

INDIVIDUALIZED LEARNING SPECIALISTS

Individualized Learning Specialists (ILSs) serve as tutors, working closely with a team of teachers to meet the needs of all students at that grade level.

Responsibilities
- Motivate students to participate in learning activities; create a positive student culture around online learning and small group tutoring; maintain high behavioral expectations for all students
- Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations

- Actively "coach" students on all computer programs and ensure that the educational software used in the lab effectively meets the needs of students; perform targeted individual interventions and assist struggling students on computer programs
- Tutor small groups of students on literacy and/or math skills; use Rocketship adopted curricula to deliver lessons which align to students' goals
- Each ILS works directly with students in group, and individual settings to execute highly structured programs or instructional review
- Interpret and manage online student data generated by multiple educational software programs; monitor student progress using Rocketship's data management platform and promote individual and group progress within the curricula
- Communicate and collaborate with the teachers at their grade level, and school administrators; participate actively in staff development opportunities as a member of the Rocketship team
- Maintain computer equipment and accessories

Qualifications
- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Previous experience managing and/or teaching groups of elementary age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Basic computer skills including troubleshooting and an ability to communicate about technical difficulties
- Ability to efficiently interpret, manage, and utilize multiple sets of data in order to best support students' progress
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

PARAPROFESSIONAL

The Rocketship Special Education Paraprofessional position is a full time position that reports to the RDP Principal. The Paraprofessional will work under the supervision of a certificated ISE Teacher who will provide weekly oversight, training and direction.

Responsibilities
- Implementation and recording of data for individualized instructional programs and positive behavior support plans
- Providing individual and small group instruction for students with both special and typical learning needs in the general education environment including, but not limited to: the classroom, recess, and the lunch area

Qualifications
- A team player who is detail-oriented, resourceful and able to manage his/her responsibility

with confidence and discretion
- Interpersonal skills using tact, patience and courtesy
- Willingness to implement positive behavior support plans
- Passion for working with young children
- Experience working with young children in a school setting
- Experience working with students with disabilities (desired)
- Background check, TB test and fingerprinting required
- Copy of High School Diploma or equivalent
- Provide ONE of the following: transcripts showing at least 2 years of college coursework (48 units) or issuance of an Associate's or Bachelor's degree; copy of Associate's or Bachelor's Degree; copy of Passing Score Report for Rocketship's approved paraprofessional assessment

OCCUPATIONAL THERAPIST

The Occupational Therapist is a school-based position that provides both direct and indirect supports to students.

Responsibilities:
- Lead specialized assessment related to sensory-motor development; write quality, compliant assessment methods
- Attend IEP meetings; present findings to team
- Develop IEP goals and objectives, as well as treatment plans
- Assist in the implementation of assessment as needed
- Work with parents to build knowledge of disability and inclusive supports
- Assist in providing in-service training to parents, teachers, administrators, and other professionals and paraprofessionals
- Assist in providing consultation and advisement to administrators, teachers, and parents regarding the general and special education programs as appropriate
- Assist in coordinating and seeking consultation with community agencies as appropriate
- Provide support and guidance to the organization as a member of the ISE Network Support Team
- Maintain a compliant practice
- Perform other duties as assigned or requested by the program administrator

Qualifications:
- Must possess a Bachelor's or Master's in occupational therapy from an accredited four year college or university and have a valid license of proficiency in occupational therapy services issued by the California Board of Occupational Therapy
- Experience working with elementary-aged students (preferred)
- Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the Rocketship mission
- Thrive in a fast-paced, dynamic work environment
- Ability to be adaptive and flexible in a work environment that is still evolving
- Perform a variety of specialized and responsible tasks; maintain records; establish and maintain cooperative working relationships with students, parents, other school

personnel; meet schedule and compliance deadlines
- Possession of a valid driver's license; willingness to provide own transportation in conduct of work assignment s

SCHOOL PSYCHOLOGIST

The School Psychologist is an exempt position that will work under the direction and supervision of the Associate Director of Social Emotional Learning and will work with elementary school students. Rocketship School Psychologists are responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high quality programming for students with disabilities.

Responsibilities:
- Lead psycho-educational and formal behavior assessments; write quality, compliant assessment reports
- Attend IEP meetings; present assessment findings to the team
- Assist in the implementation of assessment recommendations as needed
- Participate in the pre-referral process and provide guidance to school teams regarding supports for struggling students
- Provide direct counseling or behavioral services to students as needed
- Work with parents to build knowledge of disability and inclusive support for students with disabilities
- Assist in providing in-service training in learning, child development and child management to parents, teachers, administrators and other professionals and paraprofessionals
- Assist in providing consultation and advisement to administrators, teachers, and parents regarding the general and special educational programs as appropriate
- Assist in coordinating, communicating and seeking consultation with community agencies as appropriate
- Provide support and guidance to the organization as a member of the Special Education Leadership Team.
- Maintain a compliant practice
- Perform other duties as assigned or requested by the appropriate administrator

Qualifications:
- Valid California Pupil Personnel Services credential in School Psychology;
- Master's degree or Ph.D in School Psychology Bilingual, Spanish (preferred)
- Experience working in Response to Intervention (RtI) models (strongly preferred)
- Experience working with elementary-age students (preferred)
- Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the mission of Rocketship
- Thrive in a fast-paced, dynamic work environment
- Ability to be flexible and adaptive in a work environment that is still evolving.
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines.

- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments

SPEECH-LANGUAGE PATHOLOGIST

The Speech-Language Pathologist will work with elementary school students in screening, evaluating, diagnosing, and treating disorders of communication. This is a school-based position.

Responsibilities:
- Address child's speech production, vocal production, and language needs through speech therapy
- Deliver direct services via pre-referral interventions; monitor student progress
- Document and collect data on all consultation sessions and provide regular assessments
- Conduct student screenings and/or assessments of language, voice, fluency, articulation, or hearing
- Develop and implement high quality, legally compliant IEPs
- Maintain compliance with all special education laws and policies
- Maintain client files and treatment logs in an organized manner
- Communicate with program manager in regards to any change of status, problems, or intent to change the educational program
- Attend and participate in meetings as required
- Develop instructional materials and evaluate commercially available material for treatment
- Keep current on latest developments in the field of speech therapy by attending professional seminars, reading literature, and participating in professional organizations as assigned
- Provide professional development support to school staff and families
- Manage time efficiently

Qualifications
- Valid Clinical Clear Rehabilitative Services Credential; Master's Degree required
- Bilingual in English and Spanish (or Vietnamese) (strongly preferred)
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Commitment and passion for Rocketship's mission and goals
- Thrive in a fast-paced, dynamic work environment
- Ability to demonstrate skills necessary for fulfilling the job responsibilities of this role

OFFICE MANAGER

The Office Manager is responsible for daily operations at RDP. The Office Manager reports to the Principal.

Responsibilities:
- Recording attendance
- Primary responsibility for input of Free and Reduced Lunch information into the student database
- Managing the office

- Overseeing purchases of materials
- Doing day to day bookkeeping
- Managing the schedules of the Principal
- Serving as first point of contact for Parents contacting RDP.

Qualifications:
- Strong organizational skills
- Strong time management skills
- Ability to work both independently and with a team
- Fluency in Spanish is highly desirable
- Background check, TB test and fingerprinting required
- A.A. degree or equivalent work experience
- 3 plus years in administrative support position preferable
- Experience in school front office preferable
- Proficient with Microsoft Office

BUSINESS OPERATIONS MANAGER

The primary purpose of the Business Operations Manager (BOM) role is to ensure the school is safe, compliant, efficient, and financially sound. The BOM provides direct services to the school that enables instructional staff to better serve students and families. Ideal candidates will be self-motivated, flexible, and adept at managing change.

Responsibilities
- Manage food service operations, including managing staff, serving as main contact with meal vendor, ensuring compliance, conducting local audits, and ensuring meal program financial health
- Own procurement and purchasing for the school site. Work with school to understand needs, place orders, inventory items received, handle returns/exchanges, etc.
- Hire, manage, and evaluate all hourly school support staff, including those working on lunch and arrival/dismissal
- Support the logistical, compliance, and technology side of administration of selected assessments, including NWEA MAP, CAASPP, ELPAC, Physical Fitness, and Hearing & Vision testing
- Serve as main owner of school safety processes and compliance, including administering trainings, running drills, and conducting safety audits. Partner with Principal to respond to emergencies
- Manage facilities-related needs, including scheduling/meeting vendors and handling after-hours facilities emergencies
- Provide support for Principal on finance-related topics, including around budgets, cash collection, and invoice approval
- Serve as on-site HR compliance contact, including completion of new hire and benefits paperwork and collect personnel file items
- Serve as on-site IT contact, including managing IT assets, assisting staff with IT issues as able, and serving as main touch point to central IT staff
- Manage arrival and dismissal
- Manage start-of-year logistics around move-in (most relevant for new schools)
- Own free/reduced-price lunch application process, including validating forms and running

income verification process
- Run weekly and monthly attendance reports, serve as main point of contact for PowerSchool administrator for needs related to compliance reporting

Qualifications
- Minimum 2 years of relevant experience, with school-based experience preferred
- Managerial experience preferred but not required
- Strong PC-based computer skills, and ability to quickly adapt to new computer programs and software
- Experience in a fast-paced, highly analytical, entrepreneurial environment – with ability and desire to help shape a new role and flexibly shift responsibilities over time as the role and department evolve
- High tolerance for ambiguity, changing work priorities and deadlines, and a willingness to take on responsibilities and to prioritize work on multiple projects
- Excellent interpersonal communication skills, including on sensitive topics
- Skill at communicating respectfully and empathetically with student families. Spanish language proficiency preferred but not required
- Team-player attitude and strong customer-service orientation
- Demonstrated ability to be detail-oriented, organized, and resourceful
- Ability to proactively manage multiple critical deadlines and quickly and confidently adapt in a fast-paced environment, independently following through on completion of tasks and responsibilities
- Skill at building strong working relationships with people in both senior- and junior-level roles, both within and beyond Rocketship
- Ability to treat sensitive issues with respect and empathy and maintain strict confidentiality where required
- Passion for Rocketship's mission, matched with a strong work ethic
- Belief that all students can achieve academic success
- Background check, TB test and fingerprinting required
- Bachelor's degree required

OPERATIONS TEAM MEMBER

This position is responsible for ensuring that the day-to-day operations of lunch, recess, and arrival/dismissal at the school site run safely and smoothly. Furthermore, support staff members are also responsible for ensuring that students maintain appropriate behavior in all operational activities.

Responsibilities
- Arrange setup and cleanup for food items, supplies, equipment, and food preparation and serving areas
- Maintain cafeteria records and reports as required for the purpose of meeting local, state, and federal guidelines
- Supervise and monitor students during assigned recess and lunch periods
- Implement all site playground rules and safety regulations
- Report any unsafe playground conditions, including equipment, to administrators immediately
- Ensure a safe and effective arrival/dismissal for all students before and after school hours

- Utilize appropriate disciplinary procedures and techniques in accordance with the school site discipline plan
- Attend staff meetings and in-service trainings as deemed necessary for the position

Qualifications
- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Public Schools
- Basic fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

ELEMENT G: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
> *(i)   That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
> *(ii)   The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
> *(iii)   That the school safety plan be reviewed and updated by March 1 of every year by the charter school."*
> <div align="right">*-Education Code Section 47605.6(b)(5)(G)*</div>

Please see Appendix 11 for a detailed description of a sample of Rocketship health and safety policies, including its School Safety Plan. Rocketship may revise and create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state and federal laws and regulations. The following provides a brief summary of relevant current Rocketship health and safety policies and procedures, in accordance with California law.

FINGERPRINTING/BACKGROUND CHECK

Rocketship requires applicants to disclose criminal or other sanctions imposed on them as a consequence of reported child abuse or other action(s) that resulted in harm to children.

Employees and contractors of Rocketship Public Schools are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment, including employees being rehired, must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by laws, pursuant to Education Code Sections 44830.1 and 45122.1. All prospective employees must abide by all applicable laws and agree to abide by the policies of Rocketship, including the submission of fingerprints and the approval for Rocketship or its designee to perform background checks. This requirement is a condition of employment.

Rocketship reserves the right to require new fingerprinting and background checks for existing employees at any time. If Rocketship receives information that an employee has at any time engaged in conduct that caused or is likely to cause physical, emotional, or educational harm to children (either through their direct contact with children or otherwise), Rocketship will conduct an investigation and may require another fingerprinting and background check for that employee.

Rocketship will also comply with all state requirements regarding background checks on volunteers. Individuals who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The Principal of the Charter School shall monitor compliance with this policy. The Chief Executive Officer of Rocketship Public Schools shall monitor the fingerprinting and background clearance of the Principal.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees will be mandated child abuse reporters and will follow all applicable reporting laws and the procedures described in Rocketship's Mandated Reporter Policy, including new training requirements recently enacted pursuant to Education Code Section 44691. Additionally, pursuant to Education Code Section 44691, all employees must provide proof of completing the required training within the first six weeks of the school year or within the first six weeks of that person's employment.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once every four years thereafter, as required by Education Code Section 49406 in requiring tuberculosis testing of all employees.

IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

MEDICATION IN SCHOOL

Rocketship will adhere to Education Code Sections 49423 and 49414 regarding administration of medication in school.

In accordance with Education Code Section 49414, RFA will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the school does not have a nurse, a volunteer trained in accordance with this policy, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available.

RFA will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location.

VISION/HEARING/SCOLIOSIS

Students will be screened for vision, hearing, and scoliosis. Rocketship shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served.

COMPREHENSIVE SCHOOL SAFETY PLAN

Rocketship shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Rocketship facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address Rocketship's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of students, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

BULLYING PREVENTION

Pursuant to Education Code 234.4, Rocketship shall adopt procedures for preventing acts of bullying, including cyberbullying, prior to December 31, 2019. Pursuant to Education Code 32283.5, Rocketship shall annually make available the online training module on bullying developed by the CDE to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

NUTRITIONALLY ADEQUATE MEALS

RMS participates in the School Nutrition Program (SNP) and National School Lunch Program (NSLP). We provide all students with universal breakfast. We also provide all students, including those who qualify for free and reduced meals through the FRL process, school lunch every school day. All of our meals meet SNP and NSLP guidelines for nutrition.

As required by state law, Rocketship shall provide students who meet federal eligibility criteria for free and reduced price meals with at least one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

BLOOD-BORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board has established a written "Bloodborne Pathogens" policy designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus ("HIV") and hepatitis

B virus ("HBV").

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

DRUG-FREE/SMOKE-FREE ENVIRONMENT

Rocketship shall maintain a drug, alcohol, and smoke-free environment.

FACILITY

All facilities utilized by Rocketship must be in compliance with either the Field Act or the California Building Standards Code in accordance with Education Code 47610. All Rocketship facilities will comply with the Americans with Disabilities Act access requirements. Rocketship maintains accessible records documenting all such compliances. Rocketship has ensured the receipt of a Certificate of Occupancy prior to the start of school.

Rocketship complies with the requirement contained in Education Code Section 47610 by utilizing private facilities that are compliant with the California Building Standards Code. However, Rocketship reserves the right to build a facility in compliance with the Field Act or to request Field Act compliant facilities from the District in the future under Proposition 39 and its implementing regulations. Rocketship agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Rocketship shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE ANTI-DISCRIMINATION AND SEXUAL HARASSMENT POLICIES AND PROCEDURES

Rocketship is committed to providing a school that is free from discrimination and sexual harassment, as well as harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship shall comply with all applicable changes to the federal Title IX laws.

SUICIDE PREVENTION

Pursuant to AB 1767 and EC 215(a)(2)(A) , Rocketship has adopted an age-appropriate policy on pupil suicide prevention. This policy is also included in Appendix 11.

ELEMENT H: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: _"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." - Education Code 47605.6(b)(5)(H)_

As further described in this charter petition, Rocketship shall not discriminate against any student on the basis of race, ethnicity, or any of the characteristics listed in Education Code Section 220, including immigration status. Furthermore, the Charter School shall strive to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, among its students that is reflective of the general population residing within the territorial jurisdiction of Santa Clara County ("the County").

Specifically, the means by which Rocketship will strive to achieve these balances are described below. This list is not meant to be exhaustive. Any such strategies will comport with all federal and state laws and Rocketship policies prohibiting discrimination in admissions.

- Printing and distributing materials in English, Spanish, and any other languages reflecting the needs of the community.
- Cultivating strategic partnerships with community organizations that serve diverse constituencies.
- Recruiting and retaining a diverse, highly-qualified recruitment and community engagement staff that is primarily composed of individuals who reside in the local community.
- Holding focus groups with parents and community organizations in the local community.
- Employing an enrollment process that is well-publicized, scheduled, and adopted to include a timeline that allows for a broad-based application process.
- Developing and distributing promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District.
- Developing and distributing promotional and informational material that reaches out to families of students with special needs.
- Conducting continuous outreach activities throughout the community. These activities will be held at a wide range of times and locations to ensure that community members and Rocketship families have sufficient opportunities to attend.
- Conducting ongoing data-based research into the demographics of the County.

Rocketship shall regularly analyze the success and/or weakness of its outreach initiatives. Rocketship shall utilize the data from the programmatic audit to make any necessary revisions to the outreach initiatives in order to correct imbalances.

ELEMENT I: FINANCIAL AUDIT

Governing Law: *"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." -- Education Code Section 47605.6(b)(5)(I)*

The Rocketship Board has a Business Committee, which selects an independent financial auditor and oversees audit requirements.

An annual audit of Rocketship's books and records will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). Rocketship's books and records will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Business Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to SCCOE, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Business Committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Rocketship Business Committee will then make a recommendation to the Board on whether to approve the audit. By March 15th, the Board will submit a report to SCCOE describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Principal of RDP will work with SCCOE to ensure all audit exceptions and deficiencies are resolved to the satisfaction of SCCOE. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit is public record to be provided to the public upon request.

Governing Law: "The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

    (i)   For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

    (ii)   For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

    (iii)   Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." -- Education Code Section 47605.6(b)(5)(J)

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team and should only be considered in cases of egregious behavioral infractions, in accordance with all applicable state and federal laws, as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, in accordance with state law, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal believes that the student should be suspended and/or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations and after review of Education Code Section 48900 *et seq.*, which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language of the Rocketship policy closely mirrors the language of Education Code Section 48900 *et seq.* It addresses grounds for suspension and expulsion; suspension and expulsion

procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities. This policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Rocketship administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this policy is available on request at the Principal's office.

A student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Rocketship will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Note that no student shall be involuntarily removed by a Rocketship school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and the right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsions as enumerated below.

Grounds for Suspension and Expulsion

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Discretionary Suspension or Expellable Offenses

Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or blade unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.

11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or

prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

16. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.

17. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.

19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

A) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises

average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

  ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

  iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

  iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

B) "Electronics Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

 i. A message, text, sound, video, or image.

 ii. A post on a social network Internet Web site including, but not limited to:

  a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

  b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

  c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

 iii. An act of cyber sexual bullying.

  a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

C) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

<u>Non-Discretionary Suspension and Expellable Offenses</u>

In California, in accordance with Education Code Section 48915, a student must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

1. Possessed, sold or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principals or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Academic Affairs Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required by this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii)rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedures
A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from one to five school days, depending on the seriousness of the violation. Students are expected to complete all work assigned while they serve their suspension.
Suspensions at Rocketship will adhere to the following procedures:

Conference. In accordance with Ed Code 47605(c)(5)(J)(i), suspensions of less than 10 days will be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference due to an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense in accordance with Education Code Section 47605(c)(5)(J)(i).

Absent an emergency situation, the Principal will attempt to hold the conference before the student is sent home on suspension.

No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians. At the time that the decision is made to suspend a student, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and any conditions for that return (i.e. a return conference with the parent/guardian) and the date of return following suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

A copy of this notice will also be filed in the student's cumulative folder in the school.

Suspension Time Limits/Recommendation for Expulsion. Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break, and summer break. If the student leaves school on the day that the suspension was imposed, this day will be counted as part of the suspension if the student was denied class participation prior to 12 noon of that day. The suspension shall terminate at midnight on the day listed as the last day of the suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension.

Homework Assignments During Suspension

In accordance with Education Code 47606.2 and 48913.5, Rocketship shall adhered to the following regarding homework assignments during suspension:

(a) Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

(b) If a homework assignment that is requested pursuant to subdivision (a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Authority to Expel

In accordance with Ed Code 47605(c)(5)(J)(iii), no student will be involuntarily dis-enrolled, dismissed, or transferred by the charter school for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the neutral and impartial Academic Affairs Committee, a committee of the Board. The neutral and impartial Academic Affairs Committee shall consist of three board members. A student may be expelled either by the Academic Affairs Committee following a hearing before it or upon the recommendation of a neutral and impartial administrative panel as described below. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel work at the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

Expulsion Procedures

Hearing: In accordance with Ed Code 47605(cb)(5)(J)(ii), students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 20 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 calendar days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing and at least five school days before the date of the hearing or any effective date of any expulsion or involuntary removal.   No student shall be involuntarily removed unless the parent or guardian of the student has received this notice of intent at least five days before the hearing or any effective date of expulsion or involuntary removal. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- The written notice shall be in the native language of the pupil or the pupil's parent or guardian, and shall inform him or her of the right to initiate the procedures specified above, before the effective date of the involuntary removal.
- The student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspension.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
Rocketship may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of a statement from the victim or witness, which shall be examined only by Rocketship or the hearing officer. Copies of these

statements, edited to delete the name and identity of the witness, shall be made available to the student.

<u>Presentation of Evidence</u>
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the Board to expel must be supported by a preponderance of the evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and written declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and shall be made within three school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the student shall be returned to his/her educational program or become subject to discipline or suspension in accordance with this policy.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
Rocketship may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the

Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel or the Academic Affairs Committee conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel or Academic Affairs Committee to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Academic Affairs Committee or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Academic Affairs Committee, which will make a final determination regarding the expulsion. The final decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.
- notice of the right to appeal and the process
- information regarding rehabilitation and readmission
- information regarding alternative education.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Executive Committee within 15 calendar days of receipt of the appeal. Any decision made on appeal shall be final.

Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for

readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RFA's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RFA's capacity at the time the student seeks admission.

Notice to Teachers

Rocketship shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child,

provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

The conduct will be considered a manifestation of the child's disability if it is determined that (a) the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (b) the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. . Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a

code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEMS

Governing Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." -- Education Code Section 47605.6(b)(5)(K)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program. All eligible employees shall also participate in the State Teachers' Retirement System ("STRS"), and all other employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board of Directors.

The Director of Human Resources shall be responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: "The public school attendance alternatives for pupils residing within the county who choose not to attend charter schools." -- Code Section 47605.6(b)(5)(N)

No student may be required to attend RDP. Students who reside within Santa Clara County may attend other county schools or pursue a transfer in accordance with existing County enrollment and transfer policies.

Parents and guardians of each student enrolled in RDP will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M: ADMISSION POLICIES AND PROCEDURES

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605.6] subdivision (e)."

- Education Code Section 47605.6(b)(5)(M)

The Charter School shall strive to achieve a student population that understands and values Rocketship's mission and vision statements and is committed to our instructional and operational philosophy.

The Charter School shall be an open enrollment and tuition-free charter public school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply

with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Rocketship shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Pursuant to Education Code 47605.6(e)(4), Rocketship shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Rocketship shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. Rocketship shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code 47605.6(e)(2).

Pursuant to Education Code 47605.6(e)(2)(B)(iv), parental volunteer hours shall NOT be required as a condition for admission or continued enrollment.

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether more students have applied than the Charter School has capacity. The Charter School shall admit all students who wish to attend the Charter School subject only to capacity. In the event that capacity is exceeded, the Charter School will hold a public random drawing, further described below, to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed admission in the following school year.

Upon selection for admission pursuant to public random drawing, the registration process will include documentation such as the following:

- Student enrollment form which contains student name, address, and other identifying and demographic information;
- Proof of Immunization;
- Home Language Survey;

- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements.

LOTTERY POLICIES AND PROCEDURES

As described above, the Charter School will implement a public random drawing in the event that applications for enrollment exceed capacity. In accordance with Education Code Section 47605(e)(2)(B), enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:
1. Siblings of students currently admitted to or currently attending RDP
2. Children of staff, teachers, and founders of RDP (not to exceed 10% of total enrollment)
3. Students who qualify for free or reduced price lunch
4. Residents of Santa Clara County
5. Other California residents

Pursuant to Education Code 47605.6(e)(2), preferences shall be consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

Public random drawing rules, deadlines, dates and times will be communicated on the Charter Schools website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will likely conduct the lottery in the late winter or early spring for enrollment in fall of that year.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than students interested in attending. All lotteries shall take place on the same day.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to Rocketship after the open application period and will be placed on the waitlist if all seats are full in a particular grade level.

In no circumstance will a wait list carry over to the following school year. Rocketship will notify all waitlist families when the next year's application becomes available. Students who remain on the waitlist at the end of a given school year will have to submit a new application for the next school year.

ELEMENT N: DISPUTE RESOLUTION PROCESS

Governing Law: *"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."*

-Education Code Section 47605(bc(5)(N)

The intent of our dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the authorizer, and (3) ensure a fair and timely resolution to disputes.

The following process is proposed by RDP to meet the requirements of Education Code Section 47605(c)(5)(N) with the understanding that RDP may present revisions for SCCOE consideration and approval either as part of the MOU or as a revision to this charter.

The staff and governing board members of Rocketship and SCCOE agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless otherwise required by law.

INTERNAL DISPUTES

All internal Rocketship disputes will be handled internally and will be governed by Rocketship's adopted policies. Rocketship maintains a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at Rocketship shall be provided with a copy of the School's policies and internal dispute resolution process. SCCOE will promptly refer all disputes not related to a possible violation of the charter or law to Rocketship.

DISPUTES BETWEEN THE CHARTER SCHOOL AND SCCOE

In the event of a dispute between the Charter School and the authorizer, the staff and Board members of Rocketship and the authorizer agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the County and the Principal of the Charter School or designees. In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, the Charter School requests that this be specifically noted in the written dispute statement, but is aware that the authorizer is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the authorizer to revoke the charter in accordance with the procedures detailed in Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent shall informally meet and confer in a timely fashion (no later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent of the County and the Principal(s) of the Charter School or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal or designees shall jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees. Mediation shall be held within 30 school days of the joint meeting. All dates or procedures within this section can be amended by written mutual agreement or necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

ELEMENT O: EMPLOYEE RETURN RIGHTS

Governing Law: *"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."-- Education Code Section 47605.6(b)(5)(O)*

No employee of Santa Clara County shall be required to work at RDP. Employees of the County Superintendent who choose to leave their employment to work at RDP will have no automatic rights of return to the County after employment by Rocketship unless specifically granted by the County through a leave of absence or other agreement. Rocketship employees shall have any right upon leaving the County to work at RDP that the County Superintendent may specify, any rights of return to employment in a school district after employment at Rocketship that the County Superintendent may specify, and any other rights upon leaving employment to work at Rocketship that the County Superintendent determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the school district or any school district will not be transferred to Rocketship Public Schools. Employment by Rocketship Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of RDP.

ELEMENT P: CLOSURE PROCEDURES

Governing Law: *"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records."* *--Education Code Section 47605.6(b)(5)(P)*

The following procedures shall apply in the event RDP closes. The following procedures apply regardless of the reason for closure.

Closure of RDP shall be documented by official action of the Rocketship Board of Directors. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of RDP, the County, RDP's SELPA,

the retirement systems in which RDP employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of RDP of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close RDP.

The Charter School will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which it will provide to the entity responsible for closure-related activities. As applicable, the Charter School will provide parents, students, and SCCOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. As allowable by SCCOE, RDP shall transfer all appropriate student records to SCCOE and shall otherwise assist students in transferring to their next school. If SCCOE will not or cannot store student records, RDP will discuss an alternative arrangement with SCCOE and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as is reasonably practical, Rocketship shall prepare final financial records. Rocketship shall also have a State Controller-approved firm complete an independent audit within six months after closure. Rocketship shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by Rocketship and shall be provided to SCCOE promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Rocketship.

Rocketship will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of RDP, all net assets of RDP, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Rocketship Education and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any SCCOE property will be promptly returned upon RDP closure to SCCOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and

federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, RDP shall remain responsible for satisfaction of all liabilities arising from the operation of RDP. RDP will utilize reserve funds to undertake any expenses associated with the closure procedures identified above.

As RDP is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

BUSINESS OPERATIONS

Governing Law: *"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." -- Education Code Section 47605.6(h)*

BUDGETS AND CASH FLOW

Attached, as Appendix 1, please find the following documents:

- A projected multi-year budget;
- Cash flow and financial projections;
- A narrative describing the above.

These documents are based upon the best data available to the Petitioners at this time. The budget is based on the governor's proposed May Budget Revision, which included an 8 percent year-over-year reduction in per pupil funding. The recent late June FY20-21 Budget Act maintains funding levels. However, it also caps ADA at FY20 levels and includes Principal Apportionment deferrals. We have calculated the difference in revenue impact between May Budget and the recent revision, and have found that our CA CDE submission is slightly conservative fiscally.

FINANCIAL REPORTING

Rocketship shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by SCCOE:

- By July 1, a preliminary budget for the current fiscal year.

- By July 1, an annual update required pursuant to Education Code Section 47606.5.

- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual,

independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

- By September 15, a final unaudited report for the full prior year. The report submitted to SCCOE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

- All attendance reports: 20 day, P-1, P-2 and annual.

- All additional reporting as agreed to, in writing, as part of an MOU between SCCOE and Rocketship.

INSURANCE

Rocketship shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. SCCOE shall be named as an additional insured on all policies of the Charter School.

ADMINISTRATIVE SERVICES

Governing Law: "The manner in which administrative services of the charter school are to be provided." -- *Education Code Section 47605.6(h)*

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Public Schools as the predominate provider of administrative services. We do not anticipate purchasing any services from SCCOE, but we will fairly evaluate any offer of services from SCCOE against any other offers for similar services from third party providers. Administrative services which we have experienced to be required for Rocketship include but are not limited to the following:

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting
- Creation of the student management system used to keep student's daily, periodic, and annual academic results
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab

- Teacher recruiting

The Rocketship teams responsible for the above services will be staffed by industry experts who have experience providing services to existing Rocketship schools.

Selection of contractors includes a rigorous screening process. In the case where a contractor is paid for by federal funds, we follow all necessary federal compliance guidelines.

FACILITIES

Governing Law: "The governing board shall require that the petitioner or petitioners provide information regarding...the facilities to be used by the charter school." -- Education Code Section 47605.6(h).

RDP is currently located at 370 Wooster Avenue, San Jose, CA 95116. The Charter School intends to remain located at this site throughout the duration of this charter.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: "Potential civil liability effects, if any, upon the charter school and upon the school district." -- Education Code Section 47605.6(h).

Rocketship Discovery Prep is operated by Rocketship Public Schools, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of public charter schools for educational services in accordance with the Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Rocketship Public Schools Articles of Incorporation and Bylaws are attached as Appendix 10. Rocketship shall work diligently to assist SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure SCCOE shall not be liable for the operation of RDP.

Further, Rocketship and SCCOE shall enter into a memorandum of understanding or contract which shall provide for indemnification of SCCOE by Rocketship. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. SCCOE shall be named an additional insured on the general liability insurance of RMS.

The corporate bylaws of Rocketship Public Schools and each of its schools shall provide for indemnification of the Rocketship Public Schools and Rocketship Public Schools Board of Directors, officers, agents, and employees, and Rocketship Public Schools and Rocketship Board

will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

Rocketship Public Schools and the Rocketship Public Schools Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with SCCOE to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with SCCOE to answer any concerns over this document and to present SCCOE with the strongest possible proposal for renewal of a charter for a five-year term to begin July 1, 2021. In order to comply with rigorous SCCOE charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 1, are not intended to be incorporated by reference into the petition, but are provided to ensure that SCCOE has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter. Appendix 1 is fully incorporated into this Petition.

Should this petition be granted, the Petitioners will submit a notice of approval and any other required documents to the California Department of Education.

LEGAL CHANGES

The following is a description of the revisions that have been made in RDP's renewal petition in accordance with changes in federal and state law during the past five years.

- All references to Education Code (E.C.) 47605 have been revised to reflect the changes to that statute pursuant to AB 1505. (For example, all references to 47605(b) are now 47605(c).)
- An analysis of how the Charter School meets the legal standard for renewal under E.C. 47607 and 47607.2.

Element A: Annual Goals
- Pursuant to EC47605(c)(5)(A)(ii), our petition now contains a reasonably comprehensively description of annual goals for all pupils and for each subgroup of pupils in each of the state priority areas specified in Education Code section 52060 subdivision (d)(2)-(8) for each grade level served by the charter school.

Element D: Governance/Assurances
- Our petition now includes a description of how our Board of Directors will comply with EC 47604.1 regarding meeting locations.
- Our petition has also been updated to clarify that all of our Board subcommittees will also comply with the Brown Act.
- Our petition has removed the language that we will comply with all "non-waived" sections of the Brown Act. In accordance with SB 75, Rocketship shall comply with all sections of the Brown Act.

Element E/Assurances: Credentialing
- In accordance with AB 1505, we have removed all language stating that flexibility will be granted to noncore, noncollege prep teachers and have added assurances that all teachers will hold the CTC certificate, permit, or other document required for the teacher's certificated assignment.

Element F: Health and Safety
- Our petition now includes our School Safety Plan, included as part of our Health and Safety appendix, pursuant to AB 1747 and EC 47605(b)(5)(f).
- Pursuant to AB 2291, our petition now includes a description of how we will comply with the bullying prevention and training requirements of EC 234.4 and EC 32283.5.
- Our petition has been updated to provide assurances that we will provide all students who meet the federal eligibility criteria for Free and Reduced Price meals with at least one nutritionally adequate meal per day as defined in EC 49553.
- Pursuant to AB 1767 and EC 215(a)(2)(A) , Rocketship has adopted an age-appropriate policy on pupil suicide prevention. This policy is also included in the Appendix.
- We have updated our policy on fingerprinting/background checks to include additional requirements for employees who are charged or convicted of crimes to remain in compliance with EC 44939.5.
- We have also updated our medication administration policy to require our schools to stock auto-injector EpiPens pursuant to EC 49414.

Element G: Balance
- In accordance with E.C. 47605(c)(5)(G), we have included a description of how the Charter School will achieve a balance of special education pupils and English learner pupils that is reflective of the general population residing in the territorial jurisdiction of the District.

Element H/Assurances: Admissions and Enrollment
- Revisions to admissions and enrollment policies to comply with E.C. 47605(e) and 47605(n), including:
    - Enrollment preferences shall not require mandatory parental volunteer hours as a criterion for admission or enrollment.
    - Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.
- Assurances that the Charter School will not discourage enrollment or encourage disenrollment of any pupil for any reason, and specifically for reasons based on academic performance, the pupil's nationality, race, ethnicity, or sexual orientation, or because the pupil is disabled, academically low-achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. Pursuant to EC 47605(e), our petition also reflects the requirement that a charter school is prohibited from requesting a pupil's record or requiring a parent to provide a pupil's records prior to enrollment in the charter school.

Element J: Suspension and Expulsion
- Pursuant to AB 1360, our petition now provides further description of how the Charter School will comply with all federal and state due process requirements in suspensions or expulsions. Additionally, pursuant to AB1747, our suspension and expulsion policy now includes the grounds for mandatory suspension/recommendation for expulsion as set forth in EC 48915. [E.C. 47605(c)(5)(J)]
- Assurances that Rocketship will comply with E.C. 47606.2 and 48913.5 with regards to homework assignments during suspension.
- In accordance with SB 419, Rocketship has removed willful defiance from its list of grounds for suspension or expulsion. [EC 48900, 48901.1]

Appendix B-1: Budget Narrative & Cash Flow Statement

The Rocketship Discovery Prep ("RDP") Charter Renewal financial statements include a five year pro-forma annual budget and a five year monthly cash flow statement including the periods 2020-21 to 2024-25.

The budget is based on the governor's proposed May Budget Revision, which included an 8 percent year-over-year reduction in per pupil funding. We assumed the recession and related funding reductions continue in FY21-22 and then show recovery in FY22-23. This is consistent with the school's FY20-21 budget previously submitted to the CA CDE before 7/1/2020, as per required deadlines. The recent late June FY20-21 Budget Act maintains funding levels. However, it also caps ADA at FY20 levels and includes Principal Apportionment deferrals. We have calculated the difference in revenue impact between May Budget and the recent revision, and have found that our CA CDE submission is slightly conservative fiscally.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for RDP will depend on the number of students enrolled and their demographics. Based on historical data this budget assumes 57.6 percent English Learners (EL), 81.6 percent Free and Reduced Lunch (FRL), and an unduplicated population of 88.6 percent. The Average Daily Attendance (ADA) is the aggregate attendance of a school during a reporting period divided by the number of days school is in session during this period. ADA is used to calculate many of the revenue sources. We assume ADA percentage of 94 percent. The Budget Act will cap FY20-21 ADA at 468, compared to the projected 534 reflected in the table below.

The following table shows our projected enrollment and ADA.

Table A: Enrollment & ADA

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	25	28	28	28	28
Kindergarten	83	88	88	88	88
1st Grade	88	88	88	88	88
2nd Grade	102	88	88	88	88
3rd Grade	80	98	98	98	98
4th Grade	94	78	78	78	78
5th Grade	62	47	47	47	47
Total	**534**	**515**	**515**	**515**	**515**
Average Daily Attendance					
ADA %	94%	94%	93%	93%	93%

Rocketship Discovery Prep - Charter Renewal Petition

Total	**502**	**484**	**479**	**479**	**479**

Enrollment patterns and attrition rates are monitored very closely when creating enrollment targets for Rocketship schools each year. Higher attrition rates are often experienced in the 5th grade, due to students moving onto middle school charters that start with 5th grade. Rocketship encourages this choice for their families. As a result, our schools can experience up to 70 percent attrition in higher grades due to students exercising choice with their middle school options.

Revenues

Factoring in all revenues at the school, per-pupil funding is projected to be approximately $12.5K per ADA at RDP in FY20-21, increasing to $14.5k by FY22-23. . State revenue streams provide the largest source of funding, constituting 90 percent of the charter school funding. All revenues are monitored throughout the year as the funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Summary of Revenue Programs (Thousands)					
State Revenue	$5,380	$5,538	$6,238	$6,247	$6,267
Federal Revenue					
Local Revenue	$707	$637	$632	$632	$632
Philanthropy & Internal Transfers	$112	$212	$12	$12	$12
Total Revenues	**$6,199**	**$6,387**	**$6,882**	**$6,891**	**$6,911**
State % of Revenues	*86.8%*	*86.7%*	*90.6%*	*90.7%*	*90.7%*
Revenues per ADA	*$12,350*	*$13,194*	*$14,369*	*$14,388*	*$14,429*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of this funding dependent upon the annual state budget and the school's student population.

Table C: Projected State Revenues

	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
State Revenues (Thousands)					
LCFF - State Aide	$1,923	$1,894	$2,193	$2,193	$2,193
In Lieu of Property Tax	$2,013	$1,967	$2,275	$2,275	$2,275

Rocketship Discovery Prep - Charter Renewal Petition

Prop 30 EPA	$542	$514	$593	$593	$593
Mandate Block Grant	$8	$8	$8	$8	$8
California Lottery	$90	$88	$87	$87	$87
State Lunch Reimbursements	$33	$32	$32	$32	$32
After School Education and Safety Program	$122	$122	$122	$122	$122
SB740 Facilities Subsidy	$461	$461	$470	$480	$489
Revenue Conservatism	($262)	-	-	-	-
SPED State Revenue	$451	$454	$459	$459	$469
Total State Revenue	**$5,381**	**$5,540**	**$6,239**	**$6,249**	**$6,268**

Principal Apportionment

The LCFF FCMAT calculator is used to determine the LCFF projections for the first two years of the pro-forma. The supplemental and concentration grant components of LCFF are calculated based on the unduplicated population of the school and district the school is located. Rocketship Discovery Prep is located in the San Jose Unified School District, which has an unduplicated percentage of 88 percent. Therefore, RDP will qualify for concentration grant funding.

Based on historical disbursements, these projections assume 45 percent of the principal apportionment to be disbursed through property taxes, and 12 percent via the Education Protection Account.

Lottery & Mandate Block Grant

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately $181 per year. Funding is based on annual ADA. Lottery funds are mainly allocated for general purpose use with slightly over 20 percent of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $16 per ADA.

Facilities Reimbursement (SB 740)

The California School Finance Authority administers a program to assist with facilities rent and lease expenditures for charter schools that meet certain eligibility criteria. In 2020-21, eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to $1,211 per unit of classroom-based average daily attendance (ADA), not to exceed 75 percent of their total annual facilities rent and lease costs. If there are insufficient funds to reimburse all eligible charter schools at the maximum level, the funding provided to each school will be reduced on a pro-rata basis. We assumed RDP's funding will continue to be capped at 75 percent of the lease costs.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 55 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a student population that meets or exceeds 55 percent eligibility for free and reduced-price meals. RDP has far exceeded this percentage each year and thus qualified and received this funding in the past.

ASES & One-Time Funding

RDP has partnered with YMCA to run an after school program. This program has been funded by the After School Education and Safety Program for the last several years, and is assumed to continue to fund this program in the future.

Special Education

Rocketship provides special education services for all schools in its network, and works with the El Dorado County Special Education Local Planning Area (SELPA) to ensure resources are allocated across all schools to ensure compliant, efficient and effective delivery of services. RDP's state special education funding includes general state aid of $619 per ADA. In addition to state special education funding, the revenue projection for RDP also assumes $125 per ADA of federal special education funding. Federal funding is based off of previous year's ADA.

When we developed the FY20-21 budget, we assumed the 8 percent funding reductions in the May revision applied to all state revenue sources. As we received more information, we adjusted the individual programs, as described above, but chose to keep the added revenue conservatism in our state revenue projection.

Federal Revenues

As a direct-funded charter school, RDP will apply for federal funds directly through the Consolidated Application process. Federal revenues are estimated based on specific programs identified below.

Table D: Projected Federal Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25
Federal Revenues (Thousands)					
Title I	$148	$148	$148	$148	$148
Title II	$22	$22	$22	$22	$22
Title III	$28	$27	$25	$25	$25
IDEA	$67	$67	$67	$67	$67
National School Lunch	$350	$352	$348	$348	$348
Other Federal	$91	$22	$22	$22	$22
Total Federal Revenue	**$706**	**$638**	**$632**	**$632**	**$632**

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent per guardian income levels. RDP provides universal breakfast to all its students. For this budget, we assume that 70 percent of our students will be eligible to receive federal funding reimbursements per meal per day for lunch meals. For operational purposes,

we project that 100 percent of all students receive lunch, based on historical percentages. Additional receipts from paid student meals are included in the budget as local revenue. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title I, II, & III

Title I funding is used to improve the academic achievement of economically disadvantaged students. The funding is calculated based on the number of students qualifying for free and/or reduced meals. We conservatively project $550 per identified pupil. Title II funding is used to improve the quality of teaching and principal leadership. These projections assume $22,000 per school each year. Finally, Title III funding is used for language instruction for limited English proficient and immigrant students. With a large portion of English Language Learner (ELL) students Title III funding is based off $120 per ELL ADA.

CARES Act ESSER Funding

The Elementary and Secondary School Emergency Relief (ESSER) Fund created by the CARES Act provides emergency relief funds to address learning loss related to COVID-19 school closures. It is allocated based on the school's share of TItle I funds received in FY19-20. We conservatively included $70,000 in FY20-21.

Expenditures

The projected expenditures up through 2024-2025 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2020-21	2021-22	2022-23	2023-24	2024-25
Summary of Projected Expenses (Thousands)					
Certificated Salaries	$1,865	$1,875	$1,902	$1,919	$1,925
Classified Salaries	$839	$819	$830	$831	$847
Employee Benefits	$718	$738	$802	$806	$809
Total Compensation	**$3,422**	**$3,432**	**$3,534**	**$3,556**	**$3,581**
Books & Supplies	$203	$296	$295	$300	$300
Food Service	$357	$358	$355	$355	$355
Other Operating Expenses	$1,799	$1,830	$1,935	$1,937	$1,939
Professional Services	$509	$478	$586	$601	$604
Interest & Capital Outlay	$28	$28	$28	$28	$28
Total Non-Comp	**$2,895**	**$2,989**	**$3,197**	**$3,219**	**$3,224**

Rocketship Discovery Prep - Charter Renewal Petition

Total Expenses	**$6,317**	**$6,421**	**$6,731**	**$6,775**	**$6,805**
% Compensation	*54%*	*53%*	*53%*	*52%*	*53%*

Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain relatively constant at approximately 50 percent of total expenditures over the four years. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time. Compensation also incorporates all staff benefits including social security, state teachers' retirement, Medicare, and workers' compensation.

RDP's teacher staffing levels are based upon enrollment projections. In a traditional elementary school, if a teacher's homeroom class is receiving services from another teacher, the homeroom teacher does not instruct another class of students. Because RDP teachers engage in a teaming approach they are able to teach more than one class of students each day. In addition, our students spend a portion of their day in the learning lab in large groups. By using a teaming approach in conjunction with the learning lab, Rocketship is able to have an overall school-wide ratio of certificated teachers to students at approximately 36:1, while maintaining an actual classroom ratio of certificated teachers to students at approximately 28:1.

The Rocketship instructional model employs a mix of qualified instructional staff including teachers and tutors (Individualized Learning Specialists or "ILS") in each school. All of these positions are engaged in full-time student instruction, some providing group instruction in the classroom, and others providing personalized instruction, with students rotating to different subject areas during the day. This unique structure means that while instruction is being delivered, there are never more than 30 students working with a certificated teacher. As students matriculate to older grades RDP allows for some natural attrition to bring these class sizes down to around 28:1. In terms of ratios, as shown below in Table F, the ratio of instructional staff to students is approximately 18:1. Also shown is a table showing planned staffing level across the school, along with a table following that provides detailed staffing projections on a grade-by-grade level.

Table F: Teacher - Instructional Staff Ratio

	2020-21	2021-22	2022-23	2023-24	2024-25
Instructional Staff Ratio					
Total Enrollment	534	515	515	515	515
Teachers	17	17	17	17	17
Tutors	2	2	2	2	2
Special Education Teachers	3	3	3	3	3
Para-Professionals	6	6	6	6	6
Total Instructional Staff	**28**	**28**	**28**	**28**	**28**
Student : Instructional Staff Ratio	*19*	*18*	*18*	*18*	*18*

Rocketship Discovery Prep - Charter Renewal Petition

Teachers at RDP will be supported by a Principal and three Assistant Principals. Additionally, RDP will have support staff to assist with operations and personalized learning within the Learning Lab. Special Education staffing is staffed based on the schools special education population. As of 2019-20 approximately 9.2% percent of the RDP student body qualified for special education.

The staffing tables associated with our financial projections are shown below:

Table G: Staffing Model

	2020-21	2021-22	2022-23	2023-24	2024-25
Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten					
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	3.0	3.0	3.0	3.0	3.0
2nd Grade	3.0	3.0	3.0	3.0	3.0
3rd Grade	3.0	3.0	3.0	3.0	3.0
4th Grade	3.0	3.0	3.0	3.0	3.0
5th Grade	2.0	2.0	2.0	2.0	2.0
Special Education Specialists	3.0	3.0	3.0	3.0	3.0
Total Teachers	**20.0**	**20.0**	**20.0**	**20.0**	**20.0**
Tutors/Para-Professionals					
Transitional Kindergarten	-	-	-	-	-
Kindergarten	1.0	1.0	1.0	1.0	1.0
1st Grade	-	-	-	-	-
2nd Grade	1.0	1.0	1.0	1.0	1.0
3rd Grade	-	-	-	-	-
4th Grade	-	-	-	-	-
5th Grade					
Para-Professional					
Total Tutors/Para-Professionals	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**
Total Instructional Staff	**22.0**	**22.0**	**22.0**	**22.0**	**22.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	3.0	3.0	3.0	3.0	3.0
Total School Leaders	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**

Rocketship Discovery Prep - Charter Renewal Petition

Other Non-Instructional Staff					
Office Manager	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	3.0	3.0	3.0	3.0	3.0
Part-time Support Staff (Est. as FTE)	6.0	6.0	6.0	6.0	6.0
Total Other Non-Instructional Staff	**11.0**	**11.0**	**11.0**	**11.0**	**11.0**
Total Non-Instructional Staff	**15.0**	**15.0**	**15.0**	**15.0**	**15.0**
Total Staffing	**37.0**	**37.0**	**37.0**	**37.0**	**37.0**

The average salary and wage structure for key staff positions are listed in Table H.

Table H: Average Budgeted Salary by Position

	2020-21	2021-22	2022-23	2023-24	2024-25
Average Budgeted Salary by Position					
Instructional Positions					
Teachers (incl. Special Ed Teachers)	$66,300	$66,300	$68,979	$72,427	$73,806
Tutors/Para-Professionals	$38,600	$38,600	$40,159	$42,168	$42,971
Non-Instructional Positions					
Principal	$127,000	$127,000	$129,540	$133,350	$135,890
Assistant Principal	$98,980	$98,980	$100,960	$103,929	$105,909
Office Manager	$67,500	$67,500	$68,850	$70,875	$72,225
Business Operations Manager	$83,325	$83,325	$84,992	$87,491	$89,158

Table I: Employee Benefits

Employee Benefits (Thousands)					
Medical / Dental / Vision	$293	$307	$307	$307	$307
Workers Compensation	$33	$33	$33	$34	$34
Social Security / FICS / Medicare	$91	$90	$90	$92	$93
STRS Retirement	$300	$300	$362	$366	$367
403(b) Match	-	$8	$8	$8	$8
Total Benefits	**$717**	**$738**	**$800**	**$807**	**$809**

Rocketship Discovery Prep - Charter Renewal Petition

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. RDP's employees participate in some combination of State Teachers' Retirement, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to decrease in 16.15 percent FY20-21 and then increase to 19.1 percent by 2022-23. Other employee benefits include health care insurance to employees who are scheduled to work at least 30 hours per week.

Table J: Books, Supplies, and Food

	2020-21	2021-22	2022-23	2023-24	2024-25
Books & Supplies (Thousands)					
Curriculum	$60	$94	$94	$94	$94
Instructional Supplies	$7	$15	$15	$15	$15
Non-Instructional Supplies	$88	$134	$133	$138	$138
Software Programs (Admin & Assessments)	$20	$22	$22	$22	$22
Student Computer Equipment	$13	$8	$7	$7	$7
Other Non-Cap. Equipment & Furniture	$14	$24	$24	$24	$24
Total Books & Supplies	**$202**	**$297**	**$295**	**$300**	**$300**
Food Service (Thousands)					
Student Food Services	$357	$358	$355	$355	$355
Total Food Service	**$357**	**$358**	**$355**	**$355**	**$355**

Many of the core programming cost projections are based upon a per pupil allotment, such as food, instructional supplies, textbooks, and some assessments. With technology an innovative component of our school model, schools spend approximately $40K on online-learning curricula each year for use in the learning labs. Chromebooks are projected based on new student enrollment and pre-determined life-cycle for existing equipment. The budget assumes a 1:1 student to Chromebook ratio, with a 3 year-life.

Table K: Other Expenses

	2020-21	2021-22	2022-23	2023-24	2024-25
Other Operating Expenses (Thousands)					
Travel & Conferences	-	$9	$9	$9	$9
Dues & Memberships	$10	$4	$4	$4	$4
Communications	$27	$27	$27	$27	$27

Rocketship Discovery Prep - Charter Renewal Petition

Insurance	$13	$13	$13	$13	$13
Utilities	$70	$70	$70	$70	$70
Copier Leases	$64	$64	$64	$64	$64
Facility Maintenance & Repairs	$48	$54	$54	$54	$54
Facility Lease Expense	$744	$744	$744	$744	$744
Central Office Allocation Fee	$823	$845	$950	$952	$954
Total Other Operating Expenses	**$1,799**	**$1,830**	**$1,935**	**$1,937**	**$1,939**

Many of the operating cost projections are based upon historical averages experienced at RDP, such as communication costs, utility and copier lease costs. Communications costs include student mailings and telecommunication costs. These costs have been projected based on historical experience at RDP. Costs for insurance are an enrollment-based allocation of Rocketship's overall schools commercial insurance package.

Facility Lease Expense

In 2017, RDP entered into an amended lease for its location at 370 Wooster Avenue. RDP has a current long term facility lease with average lease payment of $744K per year and expiration in 2052.

Traditional public schools have a significant cost advantage for facilities costs when compared to charter schools for several reasons: (a) much of the facility costs in existing traditional public schools are based on schools that were built many years ago when costs for land and buildings were significantly less than the cost of land acquisition and construction that Rocketship schools are forced to pay; (b) Rocketship is obligated to finance its own buildings and land and is not permitted to access low-cost state financing like traditional public schools nor to access additional sources like parcel taxes to offset costs; and (c) most of Rocketship's schools are built in high-density areas rather than on land that was previously used for other, less congested (e.g. agricultural) purposes.

Rocketship's lease expense line item is determined based on a number of facility-related components including:

- Debt service, covering land acquisition and construction
- Ground leases, when required
- Taxes & insurance
- Maintenance and cap-ex reserves
- Property management fees

The financial projections for RDP include a lease cost of approximately $744K per year. SB740 is a restricted revenue source and only used to cover RDP's lease expense. As shown in Table L this revenue stream relieves approximately 62 percent of this cost for the school.

Central Office Expense Allocation Fee

Rocketship's model is highly centralized. Many services that benefit the school, and that are typically provided directly at the school in a traditional public school environment, are provided by Rocketship's central office. This structure allows school leaders to focus their time and energy on instruction, student achievement and student/parent engagement. By centralizing certain services we are able to provide more efficient and effective delivery of various support services. These centralized services include, but are not limited to:

Programmatic Services:
- Curriculum & Assessment
- Instructional Leadership
- Recruitment
- Lottery Management
- Student Data Analysis
- Parent & Community Engagement

Operational Services:
- Payroll
- Accounting & Financial Reporting
- Procurement
- Human Resources
- Legal Support
- IT Support
- Operational Policy Support
- Authorizer Relations

To cover the cost of these services listed above, schools are charged 15 percent revenue which is transferred to the central office (Note some reimbursed revenues are not included, i.e. lunch revenues).

Table L: SB740 Impact

	2020-21	2021-22	2022-23	2023-24	2024-25
SB740 Impact (Thousands)					
SB740 Revenue	$461	$461	$470	$480	$489
Lease Expense	$744	$744	$744	$744	$744
SB740 Relief	*62%*	*62%*	*63%*	*65%*	*66%*

Expenses in this next section are primarily based on preliminary negotiations with prospective service providers or based on historical amounts at RDP. We make note of items below as needed to explain our budgeting assumptions.

Rocketship Discovery Prep - Charter Renewal Petition

Table M: Professional Services

	2020-21	2021-22	2022-23	2023-24	2024-25
Professional Services (Thousands)					
Professional Development	$19	$16	$20	$19	$20
SPED Consultants	$75	$75	$75	$75	$75
Other Consultants	$10	$28	$86	$86	$86
IT Support	$18	$18	$18	$18	$18
Custodial Services	$62	$62	$62	$62	$62
Health & Testing	$3	$3	$3	$3	$3
After School Program	$126	$126	$126	$126	$126
Substitutes	$61	$32	$36	$35	$36
Field Trips	-	$10	$39	$39	$39
Other Services	$74	$50	$54	$53	$54
Authorizer Oversight	$45	$44	$51	$51	$51
SPED Admin Fee	$16	$15	$16	$16	$16
Total Professional Services	**$509**	**$478**	**$586**	**$583**	**$585**

Professional Development

Professional development includes both certification costs and costs for other professional development of administrators, teachers, and staff.

SPED Consultants

Special Education Consultant costs include outsourced service provider costs. Rocketship also employs multiple psychologists, speech language pathologists and occupational therapists at the regional level to serve their Bay Area schools.

After School Program

The After School Program and Safety Grant covers the majority of RDP's After School Program. YMCA covers the remaining cost of the program.

Substitute Teacher Costs

Teacher substitute provisions are included for both projected sick and personal leave as well as for professional staff development leave. Ten days per year per teacher FTE are projected for all forms of leave. For each day of leave per teacher FTE, $250 has been assumed for teacher substitute provisions. Estimates are based on historical experience of Rocketship's existing schools. Included in this line-item are proctoring costs for CELDT testing, based on historical data at RDP.

Field Trips

Rocketship Discovery Prep - Charter Renewal Petition

Schools generally are budgeted $5,500 per grade for field trips; these costs have been projected based on historical experience at RDP. We have assumed no field trips in FY20-21 due to uncertainty around COID-19 restrictions.

Other Services

The budget line item for "Other Services" includes the following external expenses: audit fees, and security services.

Authorizer Oversight & SELPA Admin Fee

Authorizer oversight is the fee charged by each charter authorizer. We assume 1 percent of principal apportionment revenue is budgeted for all our Rocketship schools in the Bay Area. As a member of the El Dorado County SELPA, RDP is currently charged a 3 percent fee of special education revenue. We have included 4 percent for conservatism.

Ending Cash Balance

RDP will maintain a healthy cash reserve over the next five year. The projected reserves will be monitored and adjusted and refined as decisions and updates are provided relative to state funding amounts as well as when refinements or updates are made to the projected spending plan for the school.

Table N: Statement of Activities & Cash Reserve Balance

	2020-21	2021-22	2022-23	2023-24	2024-25
Statement of Activities (Thousands)					
Revenues					
State Revenue	$5,380	$5,538	$6,238	$6,247	$6,267
Federal Revenue	$707	$637	$632	$632	$632
Local Revenue	$12	$12	$12	$12	$12
Grants & Fundraising	$175	$238	$38	$38	$38
Total Revenues	**$6,274**	**$6,425**	**$6,920**	**$6,929**	**$6,949**
Expenses					
Certificated Salaries	$1,865	$1,875	$1,902	$1,919	$1,925
Classified Salaries	$839	$819	$830	$831	$847
Employee Benefits	$718	$738	$802	$806	$809
Books & Supplies	$203	$296	$295	$300	$300
Food Service	$357	$358	$355	$355	$355
Other Operating Expenses	$1,799	$1,830	$1,935	$1,937	$1,939
Professional Services	$509	$478	$586	$601	$604
Interest & Capital Outlay	$28	$28	$28	$28	$28
Total Expenses	**$6,318**	**$6,422**	**$6,733**	**$6,777**	**$6,807**

Rocketship Discovery Prep - Charter Renewal Petition

Increase/Decrease of Net Assets	($44)	$3	$187	$152	$142
Ending Cash Balance	$1,070	$535	$666	$812	$947
Reserve Balance (% of Expenditures)	16.9%	8.3%	9.9%	12.0%	13.9%

Cash Flow

Revenues

Since revenues are disbursed from multiple sources at different times, projecting cash flow is a top priority for all Rocketship schools. The greatest cash flow challenge is predicting the flow of federal and state revenue sources. California law identifies the percentage of a school's general purpose funds to be paid at specified dates. The California Department of Education (CDE) disburses state aide on a 5-9-9 schedule. On June 15, 2020, the California Legislature passed Assembly Bill 76, that would amend *EC* Section 14041.5, deferring the P-2 payment from June 2020 to July 2020. We expect deferrals to continue throughout FY20-21 and FY21-22.

Principal Apportionment

The principal apportionment comes from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In Lieu Property Tax amount per (ADA). State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. The Economic Protection Account flows quarterly in September, December, March and June. In Lieu Property Tax invoices are sent to the districts of residence after the CDE certifies P-1 ADA in February and are payable in 30 days.

California Lottery

State Lottery payments, paid according to the prior year's ADA, are projected to be disbursed in January (25 percent), March (25 percent) and October (50 percent).

Title Funding

Title payments are projected to be paid in January (25 percent) and April (75 percent).

Free and Reduced Meals Program

Payments are made after RDP files a reimbursement claim. Claims are generally filed monthly and the payment schedule is generally within 45 to 60 days after the claim is filed. This means that revenue for Free and Reduced Meals generally lag expenses by a month.

Rocketship Discovery Prep - Charter Renewal Petition

Expenditure

The most significant areas of RDP's cost structure are primarily staff compensation and facilities related expenses, which are generally paid evenly throughout the year. The vast majority of the curriculum and supply costs are front-loaded to the beginning of the school year.

Rocketship Discovery Prep - Charter Renewal Petition

Table O: Cash Flow Summary

($000)	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	FYE
FY2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	FYE
Beginning Cash Balance	477	347	639	555	531	455	456	614	683	679	708	715	477
Revenue	310	329	554	553	555	551	689	551	551	552	548	532	6,274
Expense	481	517	556	534	542	524	509	564	462	543	542	543	6,316
Net Income	(171)	-188	-2	19	12	27	179	-13	89	9	6	-10	-42
Net Operating + Financing Adjustments	41	480	-81	-43	-88	-26	-21	82	-94	21	0	66	335
Ending Cash Balance	347	639	555	531	455	456	614	683	679	708	715	770	770
FY2021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	FYE
Beginning Cash Balance	770	629	523	500	373	296	311	376	401	423	447	521	770
Revenue	304	323	558	560	558	558	595	558	558	558	758	539	6,425
Expense	483	540	580	548	538	531	533	535	533	533	533	533	6,421
Net Income	(179)	-217	-22	12	19	27	62	23	25	24	224	5	5
Net Operating + Financing Adjustments	38	111	-1	-139	-96	-12	3	2	-3	0	-150	9	-239
Ending Cash Balance	629	523	500	373	296	311	376	401	423	447	521	535	535
FY2022-23	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	FYE
Beginning Cash Balance	535	443	385	375	267	213	266	370	432	491	553	614	535
Revenue	339	358	620	622	620	620	658	620	620	620	620	601	6,919
Expense	507	567	612	577	563	555	558	560	558	558	558	558	6,731
Net Income	(167)	-209	8	45	57	65	99	60	62	62	62	43	189
Net Operating + Financing Adjustments	75	151	-18	-154	-111	-12	4	2	-3	0	0	9	-57
Ending Cash Balance	443	385	375	267	213	266	370	432	491	553	614	666	666
FY2023-24	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	FYE
Beginning Cash Balance	666	584	543	548	433	371	421	519	581	640	700	761	666
Revenue	340	359	621	623	621	621	658	621	621	621	621	602	6,929
Expense	512	575	620	584	566	560	560	561	560	560	560	559	6,776
Net Income	(172)	-215	1	38	55	61	99	60	62	61	61	42	153
Net Operating + Financing Adjustments	89	175	3	-153	-117	-11	0	2	-3	0	0	9	-7
Ending Cash Balance	584	543	548	433	371	421	519	581	640	700	761	812	812
FY2024-25	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	FYE
Beginning Cash Balance	812	730	688	691	574	509	560	657	718	776	836	896	812
Revenue	342	361	623	625	623	623	660	623	623	623	623	604	6,949
Expense	515	578	623	588	568	562	562	564	562	562	562	562	6,806
Net Income	(173)	-217	0	37	54	61	98	59	61	61	61	42	142
Net Operating + Financing Adjustments	91	176	3	-153	-120	-10	0	2	-3	0	0	9	-7
Ending Cash Balance	730	688	691	574	509	560	657	718	776	836	896	947	947

Rocketship Discovery Prep - Charter Renewal Petition

Transitional Kindergarten (K4) STEM SSM

Unit # & Title	Days	Standards	Summary
Launch Weeks	8		n/a
Math Unit 1 Counting & Numbers to 10	27	**NS 1** PK.CC.1 - 4	The focus of this unit is on practicing rote counting and understanding numbers to 10. Students learn how to write them, spell them, and count quantities within that amount.
Math Unit 2 Patterns & Sorting	15	**AF 1 & 2** PK.CC.6 PK.OA.2 PK.MD.2	Students build mathematical reasoning by recognizing and extending simple patterns. They also practice ordering language (first, last, next,before, after) with patterns. Students also practice sorting, as well as identifying which object does/doesn't belong with a given set of objects.
Math Unit 3 Comparing Numbers	19	**NS 2.1 & 2.2** PK.CC.5	Students work on comparing groups of objects by matching and counting. They also explore the idea of one more and one less.
Science Unit 1 Pushes and Pulls	14	K.PS2-1 K.PS2-2	Students will think about the guiding question "How can you move something heavy?" by observing the effect of pushing and pulling motions on different objects. Students will also explore speed and direction with the guiding question "What happens when two toy cars collide?"
Math Unit 4 Beginning Geometry	25	**G.1** PK.G.1 - 5	Students work on identifying, building, drawing and composing 2-D and 3-D shapes.
Math Unit 5 Beginning Measurement	21	**M.1 & G.2** PK.MD.1 - 2	This unit focuses on describing the position of objects as well as describing their measurable attributes (size, length, height, weight, color, etc).
Math Unit 6 Adding & Subtracting	17	PK.OA.1	Students work on composing and decomposing numbers within 10. They also start to understand addition as combining or adding more, and subtracting as taking away
EOY Review & Testing	16		n/a
Science Unit 2 Energy from the Sun	14	K.PS3-1 K.PS3-2	Students will explore the guiding question "Why do we use umbrellas at the beach" to understand the effects of the sun on our daily lives.
Close Week	4		n/a

Kindergarten (K5) STEM SSM

Unit # & Title	Days	Standards	Summary
Launch Days	8		n/a
Math Unit 1 Numbers to 20	26	K.CC.1 - 5	Students practice counting and understanding numbers to 20 during this first unit. They work on how to write numbers, spell them in word form, and count quantities within that amount.
Math Unit 2 Matching & Sorting Shapes	21	K.CC.5 K.G.1 - 4 K.MD.3	Students work on understanding 2-D & 3-D shapes, practicing identifying, describing, building ,and drawing them. They also begin work with sorting and matching, using their new understanding of shapes and attributes to sort items into categories. Counting work continues as they are asked to count the amount in each category after sorting.
Math Unit 3 Composing & Decomposing Shapes	14	K.G.5 - 6 1.G.3	Students continue working with shape by decomposing and composing them. Additional geometry work is also covered such as beginning to explore equal shares (halves and fourths), and lines of symmetry.
Science Unit 1 Materials and Motion: Part 1	14	K.PS2-1 K.PS2-2 K.PS3-1 K.PS3-2	Students work with five different wood samples to observe their properties. Students observe and compare the properties of ten kinds of paper and go on a hunt for matching samples.
Math Unit 4 Comparing, Adding & Subtracting Numbers to 20	23	K.CC.6 - 7 K.OA.1 - 5 K.NBT.1	Examination of numbers to 20 continues, with students comparing sets and numbers to 20. They also work on composing and decomposing numbers, finding pairs to 10 as well as representing teens numbers as a ten and loose ones. Students start number stories to contextualize part-whole relationships and join & separate scenarios.
Math Unit 5 Measurement & Data	25	K.MD.1 - 3 1.MD.4	Students practice describing objects by measurable attributes (big, tall, short, etc) and comparing different objects by attribute. Sorting work continues, making categories by different attributes of objects, and sorting categories by count. Students also work with data, representing and interpreting basic sets of data in bar graphs and pictographs
Math Unit 6 Working with Money & Telling Time	15	1.MD.3 2.MD.8	Students work with coins, learning the names and values of each and using skip counting skills to determine the value of basic collections.. Students end the unit by learning how to tell time to the hour and half hour.
EOY Flex Days & Testing	16		n/a
Science Unit 2 Materials and Motion: Part 2	14	K.PS2-1 K.PS2-2 K.PS3-1 K.PS3-2	Students observe and compare the properties of ten kinds of fabric and search for different ways fabrics are used. Students investigate the strength of pushes and pulls needed to move objects.
Close Days	4		n/a

Grade 1 STEM SSM

Unit # & Title	Days	Standards	Summary
Launch Days	8		n/a
Math Unit 1 Addition & Subtraction Strategies to 20	19	1.OA.3 1.OA.5 - 8	Students build fluency with addition & subtraction within 20, focusing on making 10s and building automaticity with addition & subtraction within 10. Strategies include counting on and counting back, decomposing and renaming numbers, and finding benchmark pairs.
Math Unit 2 Place Value & Comparing Numbers	23	1.NBT.1 - 3 1.OA.6	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a ten unit. They also use place value to compare numbers.
Math Unit 3 Addition & Subtraction within 50	24	1.OA.3 -4 1.OA.8 1.NBT.4	Students focus on the relationship between addition and subtraction, properties of operations and place value with numbers within 50.
Science Unit 1 Air and Weather: Part 1	15	1.ESS1-1 & 2 K.ESS2-1 K-ESS3-3 2.PS1-1	Students explore the phenomenon that air is matter and can push objects around. Students observe phenomena in the sky—weather and clouds, the Sun, and the Moon. They observe and record how the objects move, looking for patterns.
Math Unit 4 Length & Data	18	1.OA.4 1.NBT.3 1.MD.1 -2 1.MD.4	Students practice length measurement and comparing lengths. They create bar graphs and ask/answer questions about data. The connection is built between more than/less than statements about length and data to addition and subtraction situations.
Math Unit 5 Addition & Subtraction within 100	19	1.OA.3 1.OA.8 1.NBT.2 1.NBT.4 - 6	Students continue practice with addition and subtraction strategies with larger numbers. Strategies center around use of models and drawings, properties of operations, and the inverse relationship between addition and subtraction.
Math Unit 6 Shapes & Time	20	1.MD.3 1.G.1 - 3	Students work with defining attributes and composite shapes. They also explore equal shares of shapes and build connections with telling time to the hour and half hour.
EOY Flex days & Testing	16		n/a
Science Unit 2 Air and Weather: Part 2	14	1.ESS1-1 1.ESS1-2 K.ESS2-1 K-ESS3-3 2.PS1-1	Students investigate the phenomenon of air in motion. Students look for patterns in phenomena they observe over time—Moon phase, amount of daylight, and weather conditions.
Close Days	4		n/a

Grade 2 STEM SSM

Unit # & Title	Days	Standards	Summary
Launch Days	8		n/a
Math Unit 1 Place Value	23	2.NBT.1 - 4 2.NBT.8 2.MD.8	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a hundred unit. Students begin working with money, including pennies, dimes, and dollars, to complement place value and bundling. They also practice skip counting, mentally finding 10 or 100 more/less than a number based on place value strategies.
Math Unit 2 Addition & Subtraction within 200	21	2.NBT.5, 7, 9 2.MD.10 2.MD.6	Students work on building addition and subtraction strategies with 100s, 10s and 1s units, focusing on composing and decomposing a single hundred. They also use the number line to represent sums and differences.
Math Unit 3 Addition & Subtraction within 1,000	22	2.NBT.1 2.NBT.5 - 7 2.NBT.9 2.MD.8	Students extend addition & subtraction strategies to larger numbers, applying computation strategies to work with money. Complexity of working with money increases as other coins are introduced.
Science Unit 1 Pebbles, Sand, and Silt: Part 1	15	2ESS1-1 2.ESS2-1 - 2 2PS1-2	Students are introduced to the phenomenon that rocks are not all the same. Students investigate a mixture of different-sized river rocks as a phenomenon.
Math Unit 4 Measurement	20	2.MD.1 - 4 2.MD.6 2.MD.9- 10	Students measure lengths of objects, compare lengths, and make a line plot representing measurements. Students continue work with bar graphs, connecting them to length measurement.
Math Unit 5 Time & Equal Shares	19	2.MD.7 2.G.1 & 3	Students work to understand equal shares and partitioning shapes, extending this to telling time - recognizing an analog clock as a circle that has been partitioned into equal slices (halves for half hours, quarters for quarter hours, etc.).
Math Unit 6 Multiplication Foundations	18	2.OA.3 - 4 2.G.2	Exploring repeated addition, even and odd numbers, and arrays in preparation for multiplication.
EOY Flex Days & Testing	16		n/a
Science Unit 2 Pebbles, Sand, and Silt: Part 2	14	2ESS1-1 2.ESS2-1 - 3 2PS1-2	Students learn how people use earth materials to construct objects. Students first investigate a common phenomenon on the surface of Earth—soil.
Close Days	4		n/a

Grade 3 STEM SSM

Unit # & Title	Days	Standards	Summary
Launch Days	**3**		n/a
Math Unit 1 Place Value, Addition & Subtraction	**23**	3.NBT.1 - 2 3.MD.1 3.OA.5 3.OA.9	Students use their place value understanding from grade 2 to explore rounding, as well as to build additional fluency with addition & subtraction. Elapsed time is covered as a natural extension of adding/subtracting on the number line. Addition and subtraction patterns are covered as well.
Math Unit 2 Multiplication & Division Part 1	**19**	3.OA.1 - 2 3.OA.4 3.OA.6 - 7	This unit focuses on foundational understandings of multiplication & division and on the relationship between the two: recognizing situations, modeling with manipulatives, and fact families.
Math Unit 3 Multiplication & Division Part 2	**18**	3.OA.4 - 6 3.OA.7 & 9 3.MD.3 3.NBT.3	Students focus on building multiplication & division strategies and properties, along with exploring multiplication & division patterns. Scaled pictographs and bar graphs are covered as well, as they rely on multiplication & division to interpret.
Science Unit Motion and Matter	**20**	3.PS2-1 - 4	Students explore phenomena that can affect the motion of masses—the forces of magnetism and gravity. Students use a variety of systems as phenomena to explore patterns of motion. Students tackle an engineering design challenge in incremental steps. Students extend grade two experiences with matter by using tools to quantify data to develop evidence for the phenomenon of conservation of mass.
Math Unit 4 Area & Perimeter	**19**	3.OA.4 - 5 3.MD.5 - 8 3.G.1	Students explore area and perimeter concepts, as well as attributes of shapes, which they use to solve area and perimeter problems.
Math Unit 5 Fractions as Numbers	**16**	3.NF.1 - 3 3.G.2	Students work to understand fractions as part of or all of a whole, making use of both shape models and quantities on a number line. Students make use of benchmark fractions to estimate size as well as to assist in comparisons. All fractions used in this unit are less than or equal to one whole.
Math Unit 6 Fraction Equivalency	**19**	3.NF.1 - 3 3.MD.4 3.G.2	Students focus on the idea of equivalence and equivalent fractions, learn about fractions greater than one whole, and represent measurement data using line plots. Comparison work continues, including mixed numbers and improper fractions, both representing fractions greater than one.
EOY Review	**20**	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	**10**		n/a
Unit 7	**9**		Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.
Close Days	**4**		n/a

Grade 4 STEM SSM

Unit # & Title	Days	Standards	Summary
Launch Days	**3**		n/a
Math Unit 1: Place Value, Addition & Subtraction	**18**	4.NBT.1 - 4 4.MD.1 4.MD.3	Students extend their understanding of place value to numbers within 1,000,000, as well as explore rounding to any place. They anchor their place value understandings around the relationship to the number 10, and master the addition & subtraction algorithm based on the base-10 system. Students also work on converting units of metric measurement as an application of their base-10 understanding.
Math Unit 2: Multiplication & Division	**22**	4.OA.1 4.NBT.5-6 4.OA.4-5 4.MD.1 4.MD.3	Students explore multiplication as comparison, as well as continue building procedural fluency with multi-digit multiplication & division. Students work with factors and multiples, as well as prime & composite numbers. Students use multiplication & division to solve a variety of measurement problems, including conversion of standard units of measurement, and area & perimeter problems.
Math Unit 3: Fraction Equivalency	**16**	4.NF.1 - 2 4.MD.2 - 4	Students build a deep understanding of fraction equivalence and ordering, generating equivalent fractions and using this as a strategy for comparison.
Science Unit Soils, Rocks, and Landforms	**20**	4.ESS1-1 4.ESS2-1-2 4.ESS3-1-2	Students engage firsthand with a variety of phenomena in the natural world, including soils, erosion, the earth's mountains, and the earth's natural resources. They investigate the properties of soil by comparing four different soils, use stream-table models to observe that water moves earth materials from one location to another, and build a model of a mountain landform.
Math Unit 4: Fraction Operations	**21**	4.NF.3-4 4.MD.2 - 4	Using their understanding of fraction equivalency, students begin to add fractions, as well as multiply fractions by whole numbers, which they understand as repeated addition of fractional parts. Students also make line plots with fractional scales
Math Unit 5: Decimal Fractions	**15**	4.NF.5 - 7 4.MD.2-3	Students explore decimal fractions as a special type of fraction, learning about decimal notation, and performing operations and comparisons with decimal fractions.
Math Unit 6: Lines & Angles	**18**	4.MD.5 - 7 4.G.1 - 3	Students explore a variety of geometry and measurement concepts including, perpendicular and parallel lines, types of triangles, lines of symmetry and angle measurement.
EOY Review	**20**	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	**10**		n/a
Unit 7	**9**		Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.
Close Days	**4**		n/a

Grade 5 STEM SSM

Unit # & Title	Days	Standards	Summary
Launch Days	**3**		n/a
Math Unit 1: Decimal Place Value, Addition & Subtraction	**19**	5.NBT.1 - 4 5.NBT.7 5.MD.1	Students deepen their grasp of our number system by increasing their knowledge of place value relationships. Students use exponents to represent powers of 10 and learn metric conversions in connection with place value relationships. Students also read, write, compare, round, add and subtract decimals to the thousandths place
Math Unit 2: Multiplication & Division	**22**	5.OA.1 - 2 5.NBT.5 - 7 5.MD.1 5.NBT.1	Students will master the formal algorithm for multiplication and work with larger numbers in division. Multiplication and division of decimals is also practiced. Students will write and interpret numerical expressions, including grouping symbols, and work with word problems that focus on US customary/standard units, recognizing and emphasizing conversion factors other than 10.
Math Unit 3: Addition & Subtraction of Fractions	**19**	5.NF.1-2 5.MD.2	Students formalize their strategies for adding and subtracting fractions with unlike denominators. Students build and interpret line plots using fractional scales.
Science Unit Earth and Sun	**20**	5.ESS1-1 - 2 5.ESS2-1 - 2 5.ESS3-1	Students observe and investigate a variety of natural phenomena relating to the earth and sun: including outdoor shadows, reflecting light in the sky, the Earth's atmosphere, energy transfer & water on Earth.
Math Unit 4: Multiplication & Division of Fractions	**21**	5.NBT.7 5.NF.3 - 7 5.MD.2	This unit focuses on multiplication and division of fractional units (in both fraction and decimal notation). Students learn to interpret fractions as division of the numerator by the denominator, as well as view multiplication as scaling. Work focuses on problems involving these computations, including those with area and line plots.
Math Unit 5: Volume & Shapes	**16**	5.MD.3 - 5 5.G.3 - 4 5.NF.5 - 6 5.MD.1	Volume is the focus of this unit, building on students' understanding of multiplication, division and area. Students build proficiency with name properties of shapes, allowing them to accurately place quadrilaterals in a hierarchy.
Math Unit 6: The Coordinate Plane	**15**	5.OA.3 5.G.1 - 2 5.NF.6 - 7 5.MD.1	Students prepare for algebraic work by exploring patterns and relationships between numeric terms. Students also learn how to graphically represent relationships between numbers on the coordinate plane.
EOY Review	**20**	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	**10**		n/a
Unit 7	**9**	Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.	
Close Days	**4**		n/a

PBIS Handbook

PBIS & School Culture Mission

Our schools are safe and positive environments where all students feel supported and are able to excel academically while developing the social skills they need to be happy, productive, and fulfilled humans who can pursue their dreams.

PBIS Vision

The Positive Behavior Intervention and Supports (PBIS) team is made up of teachers, school leaders, families, students, and support staff that support the creation of a Tier 1 culture on our campus. We set behavior expectations and incentives for all spaces to create a Rocketeer experience where students can feel joy and success by living our core values everyday. At the core of our vision is a team of teachers committed to teaching social emotional skills and upholding behavior expectations.

Why is PBIS important? PBIS provides a framework for teaching academic, behavior, social-emotional skills for succeeding in a classroom environment. PBIS provides guidelines at the school level to help you better prepare for, manage, and teach these skills. Using your PBIS team as a resource helps make you a better teacher!
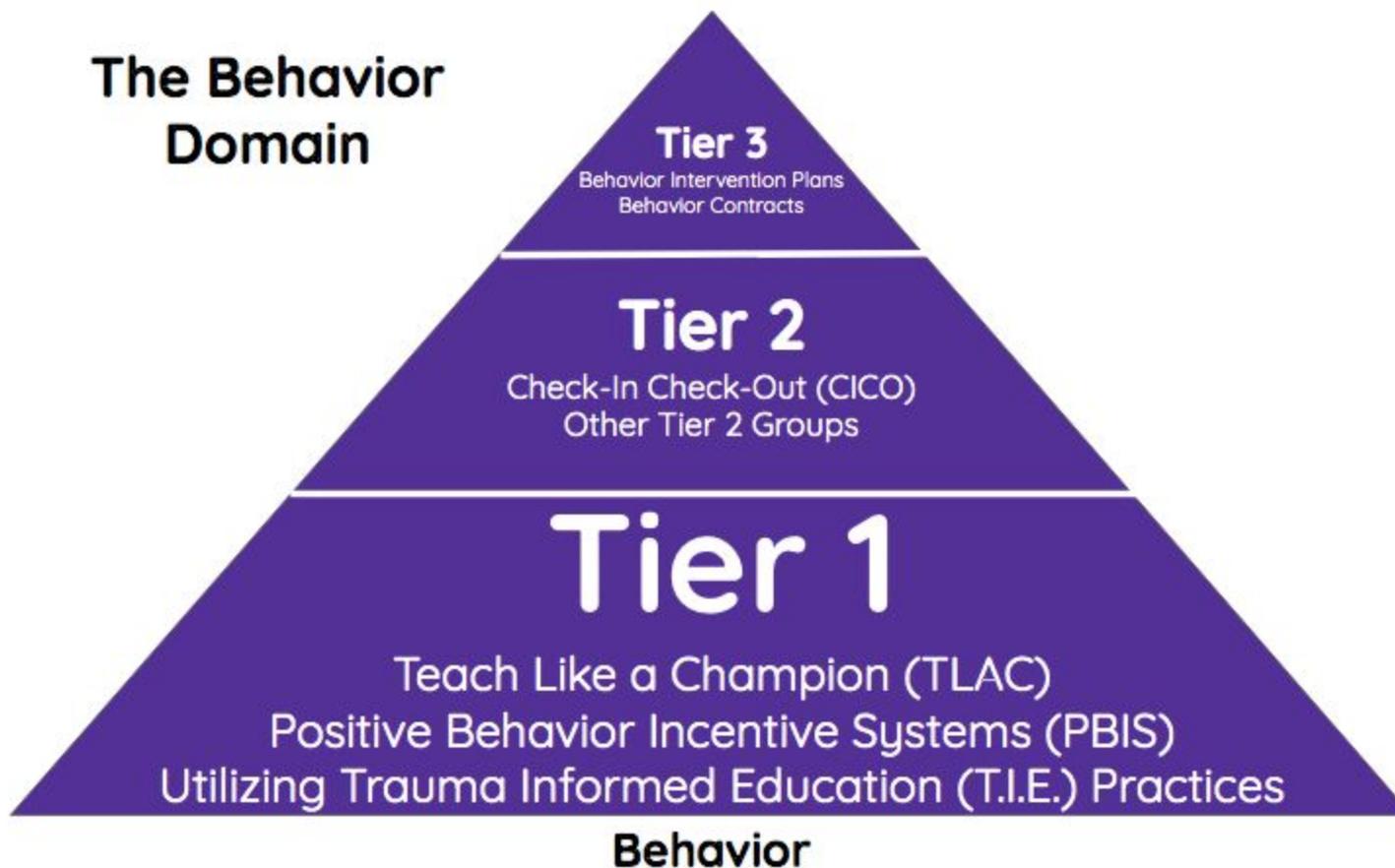
PBIS Keys Pieces

- PBIS Overview, pages 2-3
- PBIS Team, page 4
- Behavior Expectations, pages 5-6
  - Behavior Matrix, pages 5-6
- Reinforcements/Incentives, pages 7-8
  - Incentive Matrix (Students), page 7
  - Incentive Matrix (Staff and Families), page 8
- Positive Behavior Management Chart, page 9

PBIS OVERVIEW

PBIS

The Positive Behavior team fits into a larger framework called Multi-Tiered System of Supports (MTSS) that aims to meet the needs of all Rocketeers academically, social-emotionally, and behaviorally. We believe that these three (academic, social-emotional, behavior) form the foundation for student success and are codependent. Outlined below are the Tiers we utilize when thinking about PBIS and the supports/resources we have at Rocketship.

The Behavior Domain

Tier 3
Behavior Intervention Plans
Behavior Contracts

Tier 2
Check-In Check-Out (CICO)
Other Tier 2 Groups

Tier 1

Teach Like a Champion (TLAC)
Positive Behavior Incentive Systems (PBIS)
Utilizing Trauma Informed Education (T.I.E.) Practices

Behavior

Source: https://www.pbis.org/research/

Core Component of PBIS	How we do this within Rocketship's PBIS practices
Behavior Expectations Defined	• First week teaching and practicing behavior expectations • Behavior Matrix (see below)
Behavior Expectations Taught	• Direct teaching in classroom: practicing systems and routines • Social-Emotional Learning Curriculum 5x/week
Reinforcement System for Functional Behavior (always reinforcing the demonstration of behavioral expectations)	• Clip Chart tied to reinforcements • Core Value Rockets tied to reinforcements • Cohort-wide/group reinforcements (i.e., class points earns special lunch party) • School-wide reinforcements (i.e., school earns water fight or pie-the-principal)
Clearly Defined Response for Problem Behavior	• Systems for Sand, Pebbles, Rocks, Boulders (teacher/SL owned behaviors) • See "School Site Response to Behavior Plan"
Differentiated Instruction for Behavior	• Tier 2 supports including CICO and Social Skills Groups • Tier 3 supports including Individualized Counseling and Individualized Behavior Intervention Plans and Behavior Support Plans • See full Menu of SEB Interventions
Continuous Collection and Use of Data for Decision Making	• Behavior Discipline Forms (BDFs) (*i.e. Deans List referral*) • Social Emotional and Behavioral Screener (SEBS) • CICO data • Social Skills groups pre/post data • Individualized progress monitoring for students receiving tier 3 supports
Universal Screening for Behavior Support	• BDFs (*i.e. Deans List referral*) • SEBS

Source: https://www.pbis.org/research/

PBIS TEAM
Who is our PBIS team?

Role:	Description of Role:	20-21 Team Member:
PBIS Lead	Leads the team and is the point of contact with the entire school leader team to make sure Tier 1 stays top of mind!	
SEL Lead	Ensures fidelity of SEL curriculum implementation	
Data Lead	Inputs Deans List data and pulls graphs for student huddles, SSTs, behavior plans.	
Reinforcements Lead	Makes sure individual, classroom, and school-wide incentives are being used with fidelity.	
Staff Lead	Plans staff events and incentives.	

Role:	Responsibility Role:
PBIS Lead	- lead monthly PBIS focus meeting during Thursday PD - facilitate regular PBIS Team Meetings - follow-up and ensure accountability on next steps from PBIS Team
SEL Lead	- support new teachers in delivering quality SEL lessons - attend Unit Prep Calls to bring back to school site in regards to key concepts, connection to context, and ways to extend learning - collaborate with SLs and Reinforcement Lead on how to reinforce SEL skill mastery
Data Lead	bring Deans List data to PBIS meetings to analyze school-wide trends
Reinforcements Lead	ensure level of reinforcements/incentives is in place, work with school leadership team (SLT)
Staff Lead	- ensure level of incentive system is in place for adults - plan staff incentives and other social outings

BEHAVIOR EXPECTATIONS
Schoolwide Rules and Expectations
List your 5 positively stated rules (aligned to core values) that will be posted in all spaces (classrooms, hallways, bathrooms, recess/PE spaces).

1. Be **responsible** for your actions.
2. Be **respectful** of your classmates, teachers, and your property.
3. Show **empathy** to others.
4. Be **persistent** in your work.
5.

Behavior Matrix
Guidelines:
- Determine what each expectation looks like and sounds like in each space.
- These are the behavior expectations that you reinforce.
- Posters live in each space with behavior expectations named.

	Classroom	Hallways	Bathrooms	Lunch	Recess/PE Space
RESPECT					
RESPONSIBILITY					
PERSISTENCE					

E M P A T H Y					
5 C O R E V A L U E					

REINFORCEMENTS/INCENTIVES

Student Reinforcement Matrix

Guidelines:

- Should earn reinforcements for demonstrating behavior expectations (both immediate and long-term, including long-term whole school events)
- Should not be punitive (i.e. the incentives/reinforcements are not taken away).
- The menu of reinforcements should have multiple items per area (example for each level and area is given in *italizcised*)
- The menu of reinforcement should include teacher and student input and items should change throughout the year
- There should be an opportunity every ~2 months for students to utilize their "CVRs/tokens" to purchase a school-wide activity.
- This event should vary and it should be advertised so that students have an opportunity to save their reinforcements, should they choose to do so.

Individual Reinforcement System

Reinforcement Type:	What:	Where:	When:	Who/To Whom?:	Why? Purpose	Redemption
Individual	*Core Value Rockets*	*In all spaces, including lunch and recess.*	*Teachers: Hand out at least 30+ rockets a day for expected behaviors.*	*All students recognized individually.*	*Reinforces school wide behavior expectations*	*PBIS Store Daily Drawing (optional) Monthly Events*

Classroom Options (*for **individual** reinforcement redemption*):

Social-- adult	Social-- peer	Tangible	Escape

| ● note home to parent ● | ● classroom cheer | ● sticker | ● homework pass |

School Options (for *individual* reinforcement redemption)

Social-- adult	Social-- peer	Tangible	Escape
● lunch with teacher ●	●	● rocketship swag	● free dress day

Monthly Whole Events (for *individual* reinforcement redemption):

	Fall	Winter	Spring
event?			
who plans it?			
when advertised?			

Staff Reinforcement Matrix

Type:	What:	Where:	When:	Why? Purpose	Redemption

| Individual | Staff CVR | In staff lounge, raffle happens weekly at Landing | Staff: hand out a staff CVR as they see other staff living by adult ways of operating
SLs: should hand out 1+ daily to staff | Reinforces adult ways of operating | Raffle for Starbucks gift card, prime parking space, relief from dismissal duty |
| | | | | | |

Parent Reinforcement Matrix

Type:	What:	Where:	When:	Why? Purpose	Redemption
Individual	Parent Raffle	End of the Month Landing	Students are given a raffle ticket each day that they are on time	Reinforces student attendance	Raffle for a "night out" (movie passes, treats, etc.)

POSITIVE BEHAVIOR MANAGEMENT SKILLS
TLAC Skills for School Culture

TLAC Skill	Description	Preventative	Consequence
Setting and Maintaining High Behavioral Expectations			
100%	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	✔	
What to Do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.	✔	
Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.	✔	
Do it Again	Doing it again and doing it right or better or perfect is often the best consequence.		✔
Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	✔	
Sweat the Details	To reach the highest standards, you must create the perception of order.	✔	
No Warning	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.		✔
Building Character and Trust			
Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	✔	
Precise Praise	Use positive reinforcement as a powerful classroom tool	✔	
Warm/Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	✔	
The J Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.	✔	
Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	✔	

The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

Unit 1: Respect, Inclusion, & Welcome

Unit 1	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
Week 1 (3 Days)	I'm Like You, You're Like Me	I'm New Here Someone New	We respect ourselves and one another by appreciating our differences, listening to all voices, and welcoming everyone.	- Students are prompted and redirected to consider if their comments about differences are kind or unkind - Students ask a teacher or an adult if they are curious about a difference they observe - Students are praised for asking one another their names and using names (rather than pointing or describing another person) - Students listen and take turns; a talking piece can be used to help students practice the flow of turn-taking when speaking - Students are prompted or praised for including others and noticing someone who is left out or "new" in the community - Students are praised for turn-taking and sharing - Students greet one another and staff by name
Week 2	Martha Walks the Dog (Bonus: The Bad Seed)	The Bad Seed (Bonus: Don't Call Me Monster)	*I can show that you are welcome in our community* **by learning your name and listening to your voice**.	
Week 3	Tacky the Penguin Colorful World	Who Counts?	*I can show that you are welcome in our community* **by including you and making sure you don't feel left out.**	
Week 4	That's Not Fair Fair is Fair	That's Not Fair Fair is Fair	*I can show respect by* **accepting that we may have different needs.**	
Week 5	What if Everybody Did that?	What if Everybody Did That? Marvelous Cornelius	*I can show respect for you and your time by thinking before I act and* **asking myself "What if everybody did that?"**	
Week 6	Thank you, Omu! The Big Umbrella	Mama Panya's Pancakes The Big Umbrella	*I can show respect for you by* **sharing with you and welcoming you** *(because there is room for everyone).*	
Week 7	One Green Apple All Are Welcome	The Day You Begin All Are Welcome	*I can show respect for you by* **listening to you and thinking about how it feels to be "new"** *in a community.*	

Unit 1: Respect, Inclusion, & Welcome, Resources & Links: Book Order List , Teacher/Staff PD , Resources

The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

Unit 1.5: Mindful of My Feelings

Unit 1	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
Week 1	Skill Focus: I Statements, Feelings Vocabulary	Skill Focus: I Statements, Feelings Vocabulary	<u>We</u> are mindful of ourselves and one another when we use "I Statements" and a talking voice (not a "fighting voice") to communicate our feelings and solve problems.	● Students are prompted to use "I statements" to express their feelings ● Students are prompted by teachers to consider "the size of the problem" they are facing ● Students are praised for expressing feelings and needs; differentiated coaching is provided by teachers to help students improve body language and tone (but not all aspects are corrected at once!) ● Students are prompted and redirected to consider if they are using a "talking" or "fighting" voice to communicate ● Students are praised for using "talking voices" to support other students who are experiencing strong feelings ● Students are redirected and prompted with the phrase "Are you being mindful or unmindful?"
Week 2	Anh's Anger Yesterday I had the Blues	Angry Cookie Yesterday I had the Blues	*I can respect myself by being mindful of my feelings and **using "I statements" to express my feelings to others.***	
Week 3	Skill Focus: Talking Voice + Body Language + Apologies	Skill Focus: Talking Voice + Body Language + Apologies	*I can respect myself and my community by being **mindful of my feelings, body language, and tone of voice**.*	
Week 4	Miracle Melts Down My Many Colored Days	Penguin Problems My Many Colored Days	*I can respect myself and my community by being **mindful of my feelings, body language, and tone of voice**.*	
Week 5	King Calm	Charlotte and the Quiet Place	*I can **act and speak mindfully (not unmindfully)** by choosing to stop, take a deep breath, and focus my attention on myself, others, and the environment.*	

		The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*		
		Unit 2: Kindness, Empathy, and Friendship		
Unit 1	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
Week 1	We Don't Eat Our Classmates Friendshape	How to Lose All Your Friends	We build and strengthen friendships when we choose kind words and actions while considering the feelings of others (empathy).	● Students are prompted to consider who they are friends with in their class and which actions and words are helpful to those friends ● Students are prompted to consider the weight of their words: *"Do those words lift up or bring others down?"* (e.g. balloons or bricks) ● Students are prompted to consider the body language and facial expressions of others (e.g.*"How did your words make him feel? Look at his face to see.."*) ● *Students are prompted daily to try one of the "5 Little Things" they can do to show kindness* ● Students are prompted to consider if they are listening mindfully to others and taking turns with their friends (e.g. in conversations, games, activities; *"Has she had a turn to share yet? How does it feel when people talk but do not listen to you?"*) ● Students are prompted to use "I statements" to express their feelings ● Students are prompted and praised for noticing and including others who may be left-out or having a hard time
Week 2	Andrew's Angry Words What if Everybody Said That	Andrew's Angry Words What if Everybody Said That	*I can consider the weight of my words and spread **kindness** by choosing helpful words.*	
Week 3	The Juice Box Bully	Trouble Talk	*I can consider the weight of my words and spread **kindness** by choosing helpful words.*	
	Optional Resource for Thanksgiving Week: "A Round of Thanks" and "Reward" Thanks a Million			
Week 4	Wordy Birdy	Lacey Walker, Nonstop Talker	*I can keep and make new friends by **listening and being mindful of the feelings of** others.*	
Week 5	Interrupting Chicken The Rabbit Listened	Interrupting Chicken The Rabbit Listened	*I can keep and make new friends by **listening and being mindful of the feelings of** others.*	
Week 6	Crazy Hair Day Be Kind	Chocolate Milk, Por Favor We're All Wonders	*I can show empathy and kindness by thinking about how it feels to be on the "outside" and choosing words and actions that include others and bring them "inside" our community.*	
Week 7	Matthew and Tilly Let's Be Enemies	Up the Creek Let's Be Enemies	*I can strengthen friendships by using a **talking voice** to solve problems and **resolve conflict**.*	

Unit 2: Kindness, Empathy, and Friendship, Resources & Links:
Book Order List , Teacher/Staff PD , Visuals, Posters, Resources: 5 Little Acts of Kindness Visual,

The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*				
Unit 2.5: Mindful of Myself, Others and Our Environment				
Unit 2.5	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
3-4 Days of Lessons (Short Week) All Grades	Review: I Statements, Feelings Vocabulary How Do Dinosaurs say I'm Mad? Yesterday I Had the Blues		I can respect myself by being mindful of my feelings and using "I statements" to express my feelings to others. **Lesson is for use during PT Conferences or Holiday Week; Can be used at any point during the unit**	● Students are prompted to use "I statements" to express their feelings ● Students are praised for expressing feelings and needs; differentiated coaching is provided by teachers to help students improve body language and tone (but not all aspects are corrected at once!) ● Students are redirected and prompted with the phrase "Are you being mindful or unmindful?" ● Students are given whole group opportunities to take a mindful moment to breathe and notice their bodies and their environment ● Students are prompted and redirected to consider if they are thinking about the present moment or if they are focused on the past or future ● Students are praised for using "talking voices" and empathy to support other students who are experiencing strong feelings ● Students are given chances to share about using their 5 senses to experience the world ("What sounds did you notice? What did you see that you haven't noticed before?")
1 K-2- Lesson 3-5- Lesson	Lemonade Hurricane	The Sound of Silence Silence	<u>We</u> are mindful of ourselves, others, and our environment when we slow down, breathe, and take notice of our senses and the world around us.	
2 K-2- Lesson 3-5- Lesson	Puppy Mind	Puppy Mind	*I can stop, breathe, and take a **mindful moment** when I notice my thoughts are running into the future or the past.*	
3 K-2- Lesson 3-5- Lesson	Mindful Monkey, Happy Panda What Does it Mean to be Present?	Mindful Monkey, Happy Panda What Does it Mean to be Present?	*I can practice being in the **present** moment by slowing down to pay attention to myself, others, and my environment.*	
4 K-2- Lesson 3-5- Lesson	The Listening Walk A World of Pausabilities	Steps and Stones A World of Pausabilities	*I can pay attention to myself and my environment by **mindfully using my senses** and mindfully moving.*	
5 K-2- Lesson 3-5- Lesson	Ruby Finds a Worry	Ruby Finds a Worry	*I can show **empathy** and kindness by being mindful of my feelings and the feelings of others.*	

	My Magic Breath	Here and Now		

Unit 2.5: Mindful of My Feelings, Resources & Links:

Book Order List , Teacher/Staff PD , Visuals, Posters, Resources

Additional Sources

The Hawn Foundation. (2011). MindUP curriculum: Brain-focused strategies for learning - and living. Grades Pre-K-2. New York, NY: Scholastic Inc.

https://mindupprogram.weebly.com/annotated-bibliography.html

The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

Unit 3: Persistence, Grit, & Patience in Growth

Unit 2.5	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
1 K-2- Lesson 3-5- Lesson	The Thing Lou Couldn't Do	Pies from Nowhere	*I can persist and show grit by taking a risk and trying something new even if it is challenging.*	● Students are prompted to use "I statements" to express their feelings ● Students learn three key words for the unit and can think of examples to explain each: **persistence**, **grit**, and **patience** ● Students are prompted to consider how the story and text examples can be sources of encouragement when they face a challenge (*"How did ___ handle discouragement? Did they quit? What advice do you think they would give you right now..?"*) ● Students are prompted to consider what "zone" they are in and to consider what actions will help them in that zone (red, yellow, blue) ● Students are praised for persisting in challenging tasks ● Students are prompted to consider what challenges they are facing and what words, actions, and thoughts help them to move from frustration to action (calming strategies are reviewed) ● Students are prompted to encourage one another and to notice when someone else is facing a challenge
2 K-2- Lesson 3-5- Lesson	After the Fall Leo the Late Bloomer	Sea Bear Leo the Late Bloomer	*I can persist by being* **patient** *with myself and the process of learning (because growth takes time).*	
3 K-2- Lesson 3-5- Lesson	Drum Dream Girl	the world is a not a rectangle	*I can persist and show grit by keeping my goals and dreams in mind and not letting discouragement get in my way.*	
4 K-2- Lesson 3-5- Lesson	Emmanuel's Dream	A Boy and A Jaguar	*I can persist and show grit by keeping my goals and dreams in mind and not letting discouragement get in my way.*	
5 K-2- Lesson 3-5- Lesson	Long Shot Because	Whoosh!: Lonnie Johnson's Super-Soaking Stream of Inventions Because	*I can persist by keeping my goals and dreams in mind and looking for role models who inspire me to be my best.*	
6 K-2- Lesson 3-5- Lesson	Pop! The Invention of Bubble Gum Be A Maker	Magic Ramen Be A Maker	*I can persist and show grit by patiently trying again (and again) to solve a problem or reach my goal.*	
7 K-2- Lesson	Mae Among the	Mae Among the Stars	*I can persist and show grit by keeping my*	

3-5- Lesson	Stars		*goals and dreams in mind and seeking support from someone I trust.*	

The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*				
Unit 3.5: Mindful of Myself, Others and Our Environment				
Lessons Linked	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
1 K-2- Lesson 3-5- Lesson	The Cat Who Wore a Pot on Her Head AlphaBreaths	Quiet Breathing Makes it Better	<u>We</u> are mindful of ourselves, others, and our environment when we slow down, breathe, and take notice of our senses and the world around us.	• Students are prompted to use "I statements" to express their feelings • Students are redirected and prompted with the phrase "Are you being mindful or unmindful (with your words, actions, movement, etc.)?" • Students are prompted by teachers to consider "the size of the problem" they are facing • Students are praised for expressing feelings and needs • Students are prompted and led by teachers through mindful moments and breathing exercises throughout the school day • Students are prompted to consider which of their senses they are using and what they notice in their environment • Students are praised for using "talking voices" to support other students who are experiencing strong feelings
2 K-2- Lesson 3-5- Lesson	Ravi's Roar When Sadness Is At Your Door	Fergal and the Bad Temper When Sadness Is At Your Door	*I can respect myself by being mindful of my feelings and by using* **"I statements" to express my feelings** *to others*.	
3 K-2- Lesson 3-5- Lesson	Queenie Quail A World of Pausabilities	The Sloth Who Slowed us Down A World of Pausabilities	*I can practice being in the present moment by* **slowing down to pay attention to myself, others, and my environment**.	
4 K-2- Lesson 3-5- Lesson	Jazz on a Saturday Night Karate Hour	Jazz on a Saturday Night Karate Hour	*I can pay attention to myself and my environment by* **mindfully using my senses** *and* **mindfully moving**.	

The expected sequence of units for the year will be as follows, each unit is usually between 5-7 weeks: The Shortest Distance Curriculum (SDC)

Unit 1: Respect, Inclusion, & Welcome
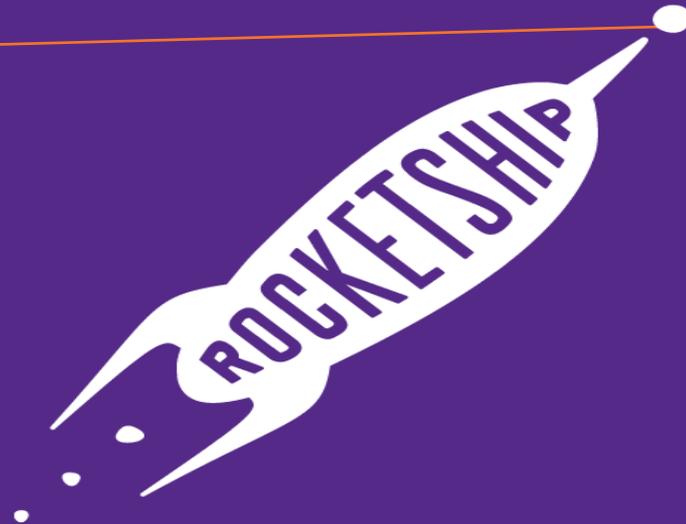
Unit 1.5: Mindful of Myself and My Feelings

Unit 2: Kindness, Empathy, & Friendship

Unit 2.5: Mindful of Myself, Others, and Our Environment

Unit 3: Persistence, Grit, & Patience in Growth

Unit 3.5: Mindful of Myself, Others, and the Environment
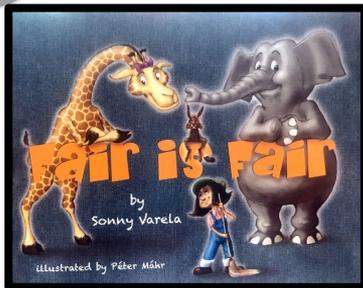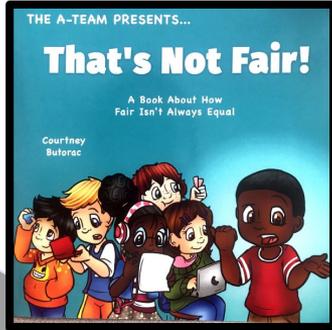
Unit 4: Responsibility, Problem Solving, and Community Action

Community Meeting

This Week's Big Questions

How did Henry feel at the beginning of the story? Why did he feel this way? How did Henry feel at the end of the story?
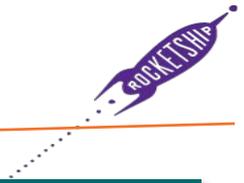
What do you think "fair" means?

What do both texts tell us about fairness? Do you agree with Henry's mom and the zookeeper? *Make connections with other stories or examples from your own life.*

"We all have different abilities and different needs."
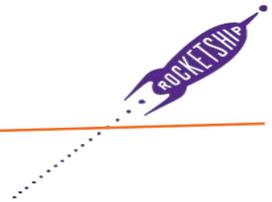
Day 1
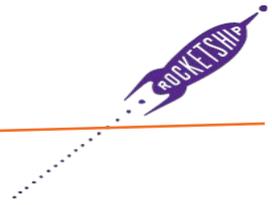
Share Out: Want or Need?

What does it mean to "need" something? What is something you need every day?

What does it mean to "want" something? What is something you want (but may not need)?

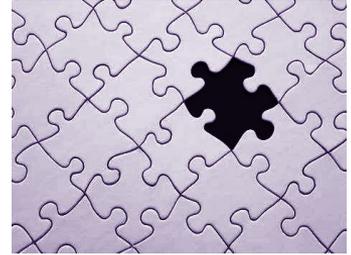How are these two words different?

Review: We Are Rocketeers
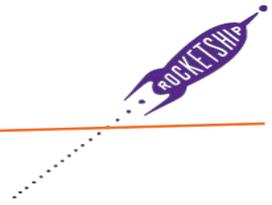
Belief #1: Every Rocketeer Counts!

We are all Rocketeers and each of us is important to our classroom community. Each person in this community should feel welcome and important here. There are students at our school who need different accommodations. We provide what students need to help them be successful!

Objective

I can show respect by accepting that we may have *different* needs.

Day 1: Reading Focus

THE A-TEAM PRESENTS...

That's Not Fair!

A Book About How Fair Isn't Always Equal

Courtney Butorac
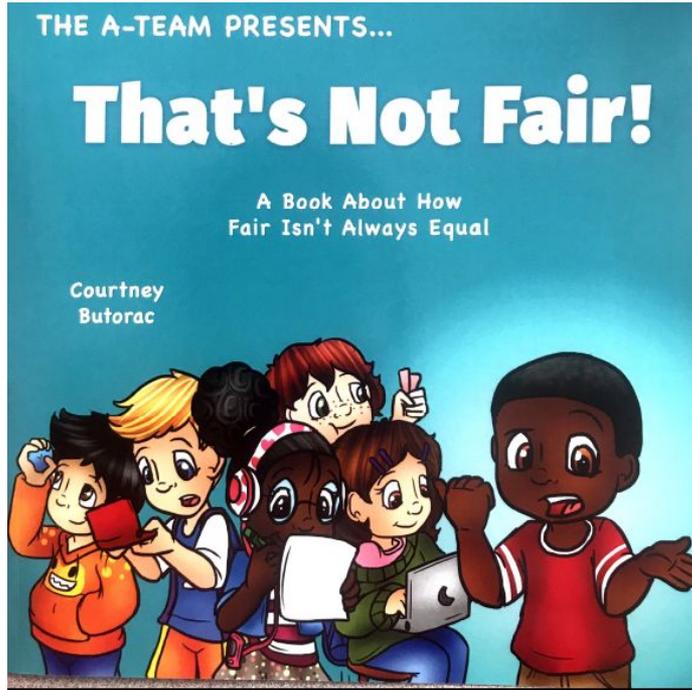
Have you ever felt like you were *different* than other people or noticed another person who was different from the group? Today we are going to talk about differences and why different students **need** different things.

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal*(The a-team presents, 7). Seattle, WA: PBL Consulting.

My name is Henry. I love my school, my friends and my teacher. I'm also a great soccer player!

But there are some things at my school that confuse me.

LUNCH

2

3

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal* (The a-team presents, 7). Seattle, WA: PBL Consulting.

For example, on Monday, I saw Jack chewing gum.

That's against the school rules! But the weird thing was, the teacher gave him the gum! Can you believe that?
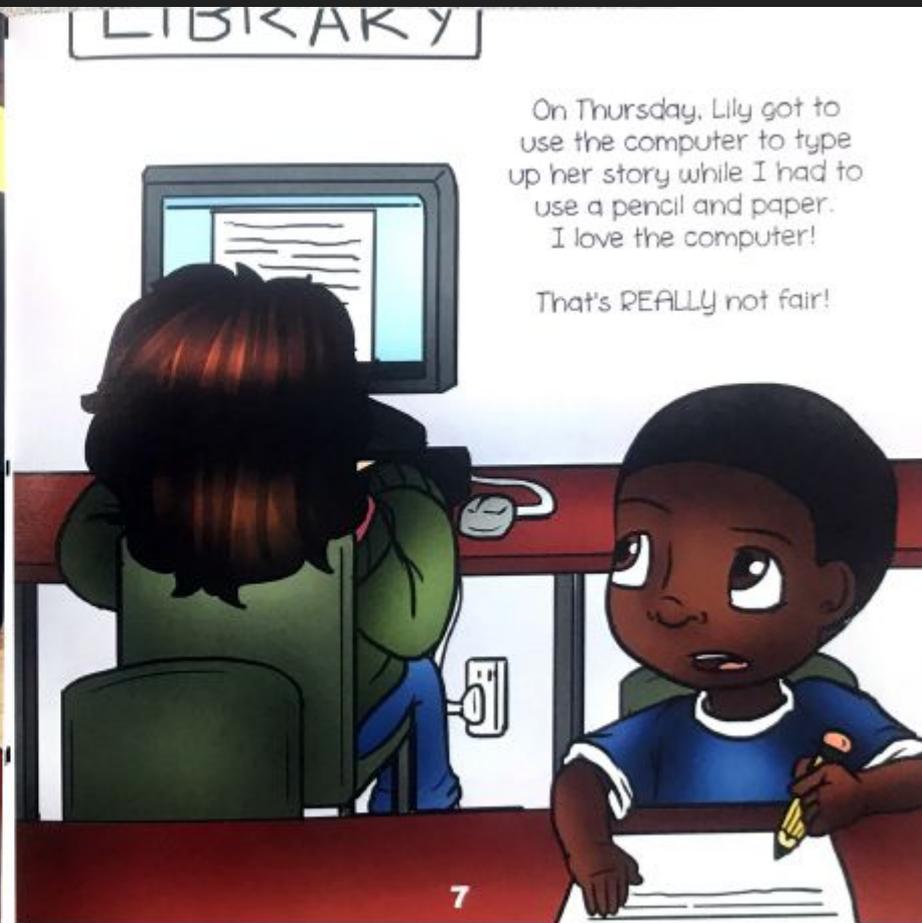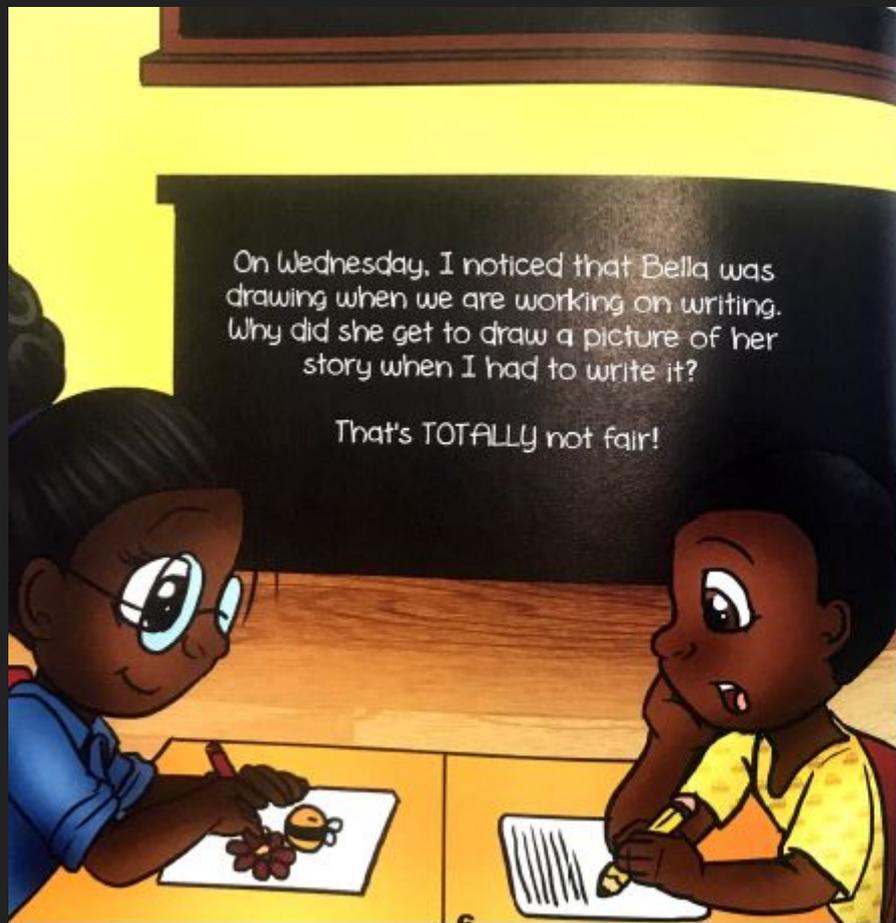
That's NOT fair!

On Tuesday, Alex got to take a break in another classroom and I heard that he played video games! Play video games at school???

That's SO not fair!

4

5

On Wednesday, I noticed that Bella was drawing when we are working on writing. Why did she get to draw a picture of her story when I had to write it?

That's TOTALLY not fair!

On Thursday, Lily got to use the computer to type up her story while I had to use a pencil and paper. I love the computer!

That's REALLY not fair!

7

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal* (The a-team presents, 7). Seattle, WA: PBL Consulting.

On Friday, I saw Max squeezing a ball under his desk. Why did he get a fun ball to squeeze and I didn't?

That's DEFINITELY not fair!

It's just not fair that they get to do all of these things and I don't get anything like that!

Think About the text...Day 1

On Friday, I saw Max squeezing a ball under his desk. Why did he get a fun ball to squeeze and I didn't?

That's DEFINITELY not fair!

It's just not fair that they get to do all of these things and I don't get anything like that!

8

9

One day, I talked to my mom about it. "Mom, why do these kids get to do different work than I do? Why do they get to play with toys in class, have gum, and earn breaks?
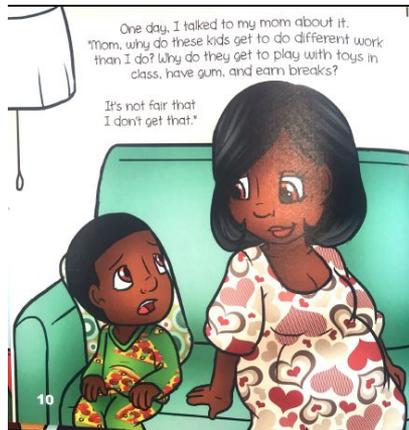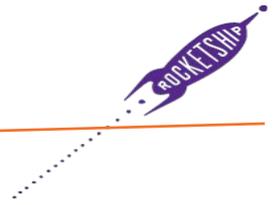
It's not fair that I don't get that."

10

What is Henry frustrated by at school?

Have you ever felt like Henry? Why do you think Max might have the ball at his desk?

What do you think his Mom might say to him about this problem?

Think About the text…

Have you ever noticed students at our school that use different tools (glasses, wheelchairs, headphones) or have accommodations like breaks from class?

Do you think students have accommodations because they **want** them or because they **need** them? What is the difference between *wanting* something and *needing* it?
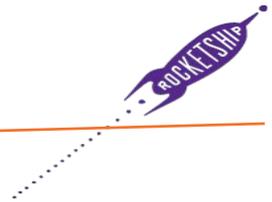
Closing

Today we read about a school like ours. Each student has different abilities and different needs. Sometimes we feel like Henry and think "That's not fair!"

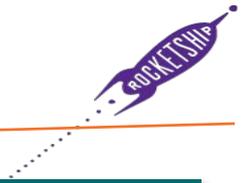How can you show kindness and help those who have different needs than you do today?
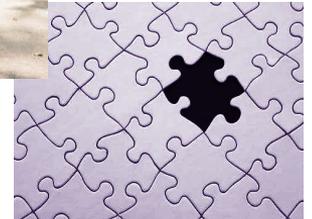
Day 2

Share Out: Want or Need?

Which pictures show something you *need*?

Which pictures show something you may *want*?

How are these two words different?

Day 2: Reading Focus
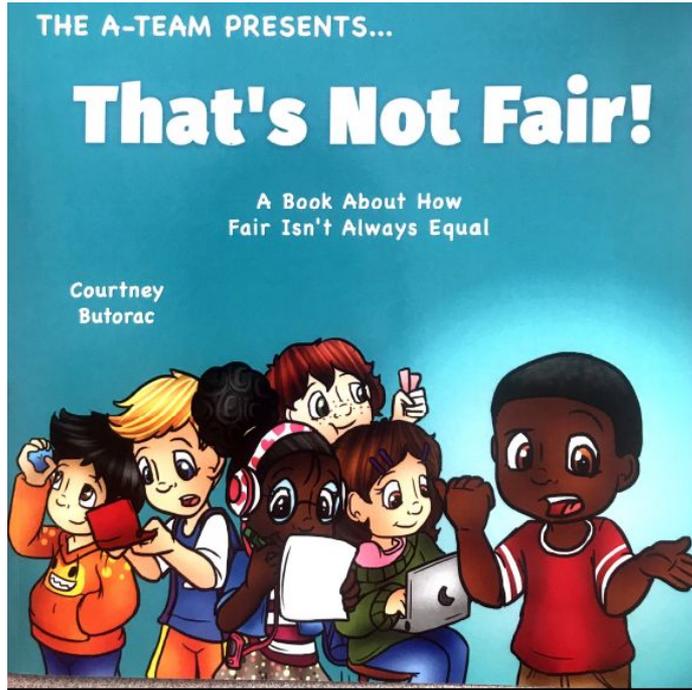
Yesterday we began reading about Henry and his experience at school. Henry is frustrated by the accommodations he sees other students receiving. Let's see what perspective he gains today as he discusses his feelings with his Mom.

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal*(The a-team presents, 7). Seattle, WA: PBL Consulting.

One day, I talked to my mom about it. "Mom, why do these kids get to do different work than I do? Why do they get to play with toys in class, have gum, and earn breaks?

It's not fair that I don't get that."

She thought about it for a second.

"Well, honey, is there anything else that you notice is different about kids in your class?"

"No," I said.

10

11

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal* (The a-team presents, 7). Seattle, WA: PBL Consulting.

"What about how Julie uses a wheelchair? You don't have a wheelchair. Do you think that's not fair?"

"That's different, Mom. She can't walk so she needs the wheelchair to get around." I said.

SUMMER CAMP

12

"Okay, Henry, what about Ted? He wears glasses... do you think that's not fair?" She pointed out.

"That's also different, Mom. He can't see without them."

HENRY'S 5TH B-DAY

13

"What about Leslie? She wears braces on her teeth and gets to put cool colored rubber bands in."

"Yeah, but she needs the braces because her teeth weren't growing in straight."

"Honey, what I want you to see is that every kid needs something different to be the best person they can be. Would it make sense if you went to school using a wheelchair one day?"

"No, because I don't need to use a wheelchair."

14

15

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal* (The a-team presents, 7). Seattle, WA: PBL Consulting.

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal* (The a-team presents, 7). Seattle, WA: PBL Consulting.
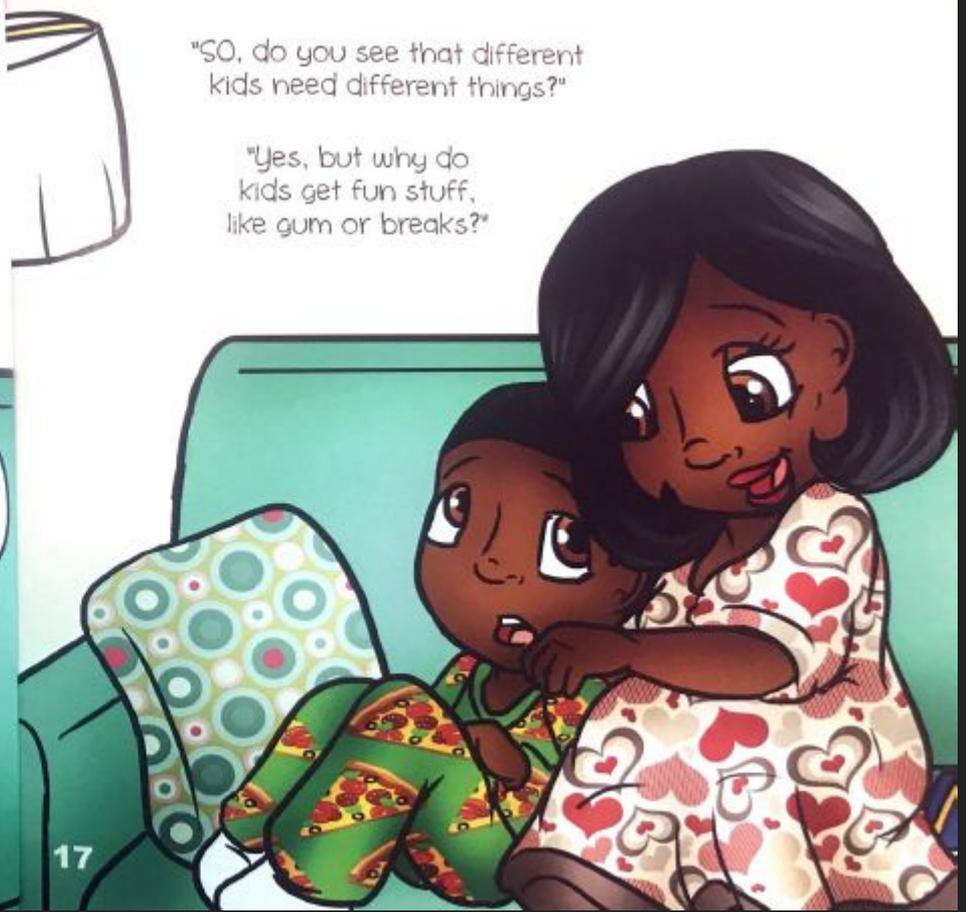
"Remember when you started learning how to ride a bike? You needed training wheels to help you learn. Should I put training wheels back on your bike because your friend still uses them??"

I laughed. "No, Mom, that would be silly."

FIRST BIKE

"So I guess the lesson is, being fair does not mean being equal, or the same. All of our brains and bodies work uniquely. So, everyone needs different things to be successful."

My mom was really starting to make sense.

20   21

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal* (The a-team presents, 7). Seattle, WA: PBL Consulting.

The next day I went to school and watched Jack before he had his gum. He was having a really hard time doing his work. He was looking around, chewing on his pencil and humming to himself.

Then, my teacher gave him gum.

All of a sudden, Jack started working. He was able to get his assignment done. I was able to get the assignment done without the gum. And I realized, I didn't need the gum.

He did.

22   23
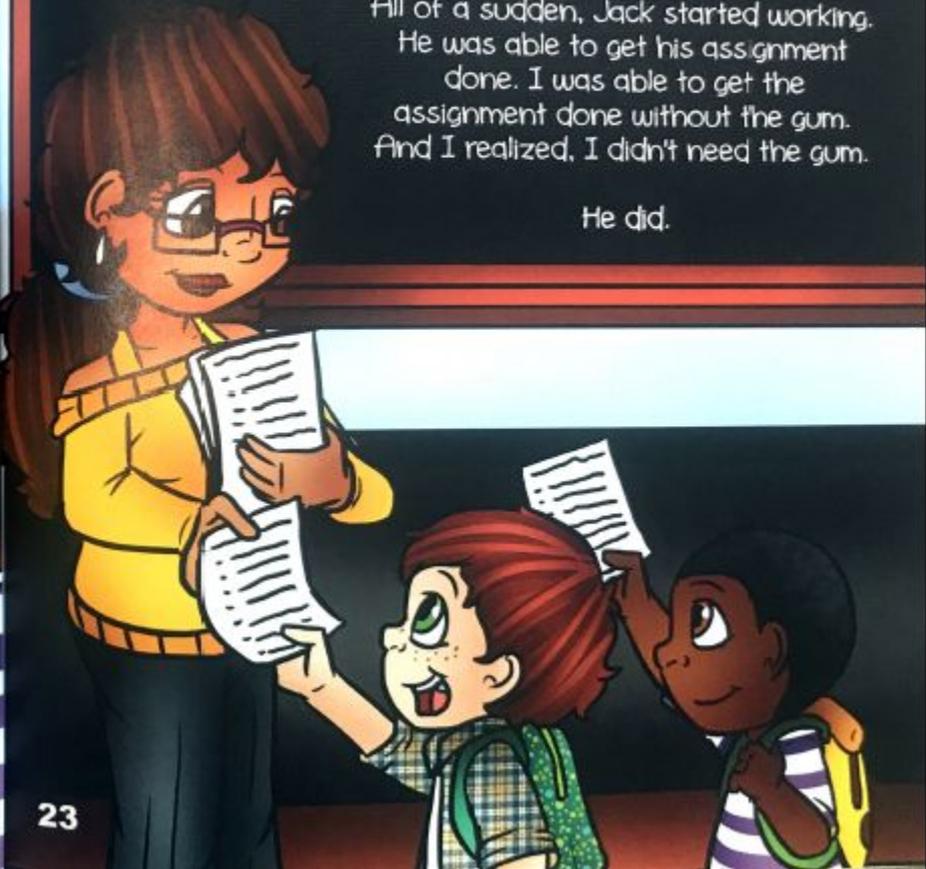
It was fair because Jack wasn't able to work without it. It wouldn't be fair if he didn't get his gum.

When I really look around I notice many differences. Some kids have allergies and can't eat nuts. Some kids have blue eyes, others have brown. Some kids are tall and some kids are not.

24

25

DAVEY

NO NUTS

But there are also things that are the same in all of us. We are the same age. We are all kids. We all want to make friends. We all want to be happy. We all need to learn in school. Some of us just need different things to help us learn. We all learn in unique ways, and that is why fair isn't equal; fair is what everyone needs to be successful.

Best Friends Forever

26

Butorac, C., & Zieroth, E. (2016). *That's not fair : A book about how fair isn't always equal*(The a-team presents, 7). Seattle, WA: PBL Consulting.

At the beginning of the book, what is Henry frustrated by at school?

What examples does Henry's mom share with him to remind him of friends that need different tools?

What lesson does Henry learn in the story? How does his perspective change about students who have different accommodations?

Closing

There will always be children and adults with different abilities and needs. Our differences make us unique and we can learn to have empathy for the needs of others. How can you show kindness and help those who have different needs than you do today?
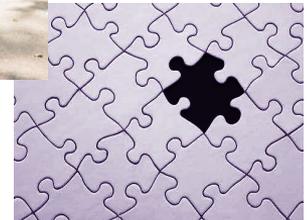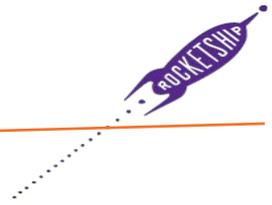
Day 3

Share Out
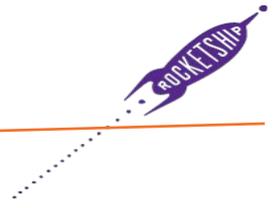
What different needs does it look like each of these students have?
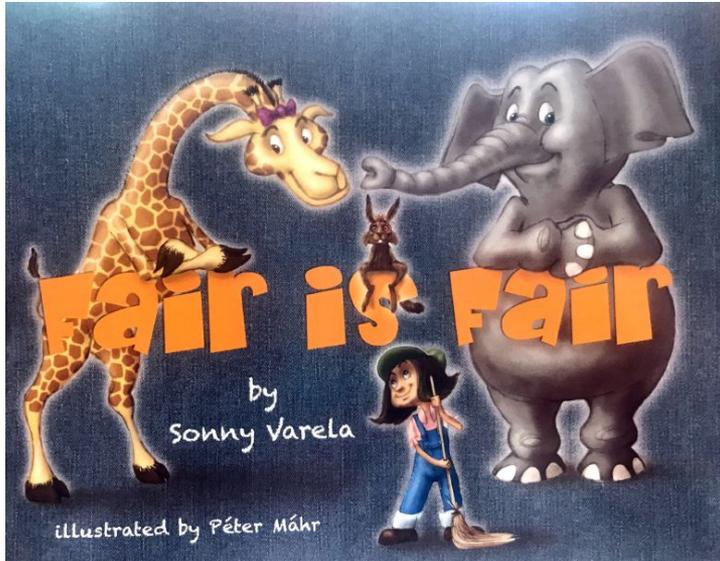
Yesterday we finished reading about Henry and his experience of fairness. Today we will read another story and continue to think about what "fair" means to different people (or animals) with different needs.

Varela, S., & Mahr, P. (2014). *Fair is fair*. Middletown, DE: CreateSpace Independent Publishing Platform.

Zookeeper loved all of her animals, but she was especially fond of Hare, Giraffe, and Elephant. She fed them herself every day.

She gave Hare a handful of food.
She gave Giraffe a wheelbarrow full.
And she gave Elephant a whole truckload!

They were all healthy and happy
because each day they had just enough.

One day, they were lounging under a giant shade tree. Each was speaking about how much Zookeeper must love them.

Varela, S., & Mahr, P. (2014). *Fair is fair*. Middletown, DE: CreateSpace Independent Publishing Platform.

Hare bragged, "Did you know Zookeeper gives me a handful of food every day? And it's exactly enough! She must really love me."

Varela, S., & Mahr, P. (2014). *Fair is fair*. Middletown, DE: CreateSpace Independent Publishing Platform.

Giraffe laughed. "Well, she must really love me, because I get a whole wheelbarrow of food. What do you think of that?"

Elephant trumpeted out an even bigger laugh. "Well then," said Elephant, "I must be the most loved of all because I get an entire truckload!"

"Not fair!" shouted Hare.
"Why should you two get
so much more than I?"

"Not fair at all!" said Giraffe to Hare.
"Zookeeper must love Elephant more than us."

Giraffe, Hare, and Elephant
all looked at each other in silence.

"But I know how to make things fair," said Giraffe. "When Zookeeper gives us our food we can pile it together and split it evenly. Then things will be fair."

At the beginning of the book, how did each animal feel about the amount of food they received?

What causes the animals to become angry?

What does the giraffe suggest that they all do? Do you think this will work? Why or why not?

Closing

This week we have been focusing on fairness and the difference between a "want" and a "need." Sometimes we will feel frustrated that someone else has something that we should have, and it is right to be frustrated. But sometimes, we are upset because someone else has a different need than we do. We are all learning what fairness means (adults too!) What does "fair" mean to you?

Day 4

Share Out

How did you make someone else feel welcome or included this week (even if they are different than you)?

Day 4: Reading Focus

Yesterday we began reading about three animals and the food they need. The animals were happy with what the received until, they realized it was not the same amount. Today we will continue thinking about the complexities of what is truly "fair."

And that's what they did. The next day, they piled their food together and split it evenly.

After eating about a handful of food,
Hare was stuffed. But he still had
a large mound of food!

But Elephant ate up all his food. And he was still hungry! He gazed at the piles of food that Hare and Giraffe still had and wanted to ask for some, but he thought, "Well, fair is fair." He walked around his pen with his stomach growling.

After several days, Hare became fat from eating so much, and his leftover food towered over him and took up his entire living space. Hare thought, "I might get buried alive soon!"

Varela, S., & Mahr, P. (2014). *Fair is fair*. Middletown, DE: CreateSpace Independent Publishing Platform.

Giraffe was also getting fat,
and she kept tripping on piles of leftover food.

Elephant was the most miserable of all.
He was getting very skinny and pale,
and he was always hungry and grumpy.

And even though they all said, "Well, fair is fair,"
none of them was healthy or happy.
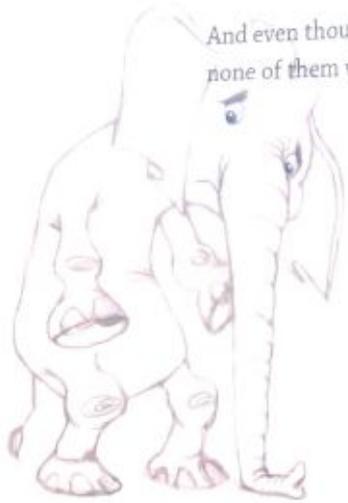
Zookeeper saw how the food towered over Hare
and how Giraffe's knees were badly bruised
and how Elephant had become so skinny and grumpy.
So she called a meeting under the giant shade tree.

"What's going on?" Zookeeper asked.
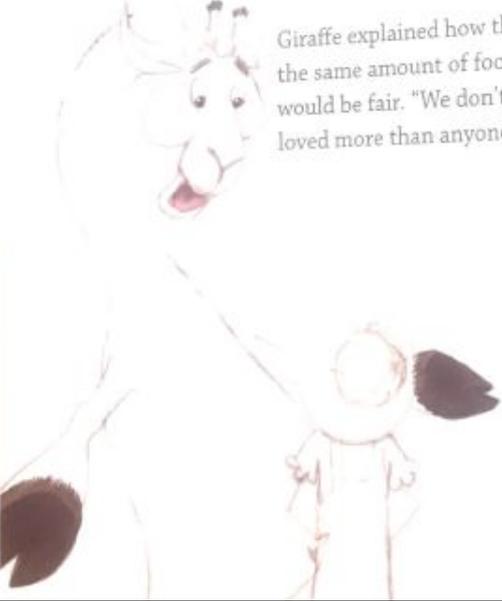
Giraffe explained how they all wanted to get the same amount of food so that everything would be fair. "We don't want anyone to be loved more than anyone else."

Varela, S., & Mahr, P. (2014). *Fair is fair*. Middletown, DE: CreateSpace Independent Publishing Platform.

"Is it fair for Elephant to be hungry while two of you are buried in food?" asked Zookeeper.

The three animals thought about this. Hare said, "No, that doesn't seem very fair." Elephant and Giraffe agreed that it wasn't very fair at all.

Zookeeper went on, "Fairness isn't everyone getting the exact same. Fairness is everyone getting what they need."
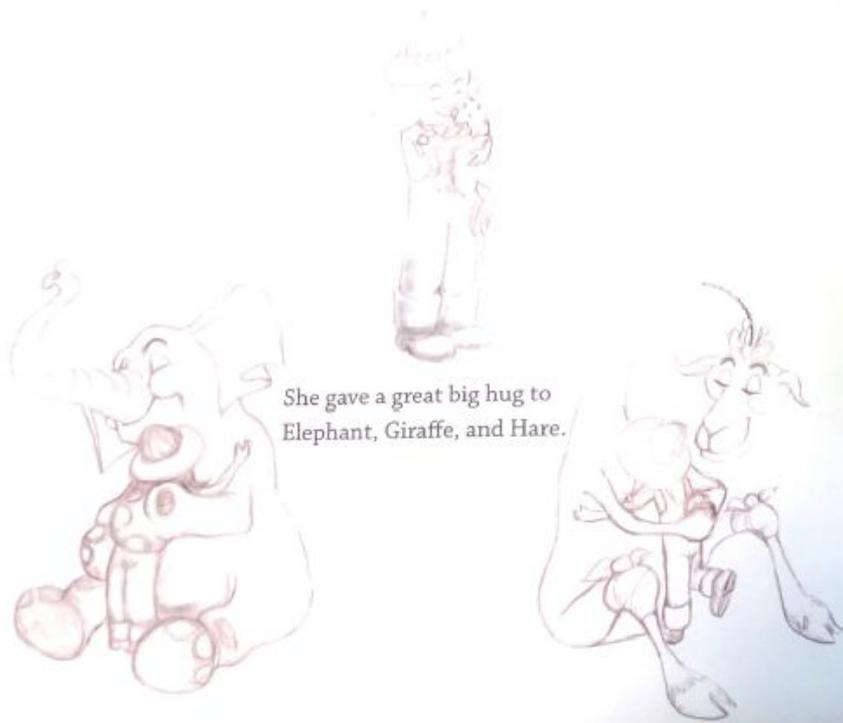
She gave a great big hug to Elephant, Giraffe, and Hare.

And then she gave each one just enough food. And they didn't care how much it was or how much the others received, because each one knew that they were loved.

At the beginning of the book, how did each animal feel about the amount of food they received?

What does the zookeeper mean when she says, "Fairness isn't everyone getting the exact same. Fairness is everyone getting what they need."

What lesson do the animals likely learn in the story?

Closing
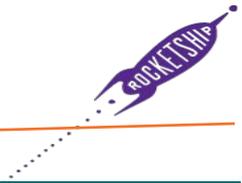
This week we have been focusing on fairness and the difference between a "want" and a "need." The zookeeper showed she loved each animal by giving them the right amount of food. Today before you say "that's not fair!" stop, take a breath, and consider if you have the exact same need as the other person.
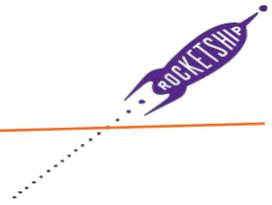
Day 5

Share Out
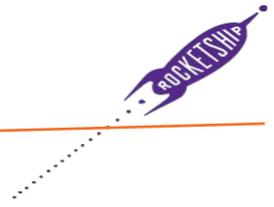
Has someone else shown kindness to you in your community this week?

What did they do or say?

Penfold, A., & Kaufman, S. (2018). *All are welcome* (First ed.). New York: Alfred A. Knopf.

Review: Want or Need?
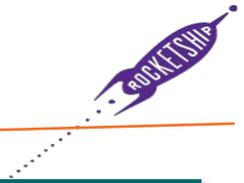
This week we considered what it means to "want" something and what it means to "need" something. Our community is full of members that have different wants and needs. Before you say "that's not fair" think about if what you are asking for is truly something you need or something you want.
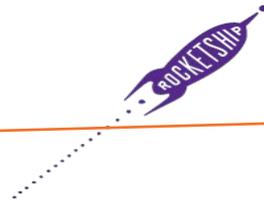
It's the same thing in a classroom.
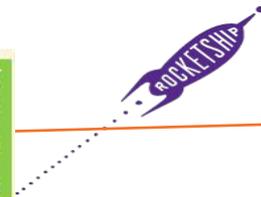
Every student has **different needs:**

I have trouble focusing for more than 15 min.

I think better when my hands are busy.

I can talk about what I know better than I can write about it.

I can't grip a pen or pencil

So **different students** should get **different things** to help them succeed.

Classroom breaks; tests taken over multiple days

Fidget toys and tactile activities

Creating a video instead of composing a paper

Modified writing utensils; writing on a computer instead

And *that's* what makes a classroom **fair for everyone!**

Adapted from *Teaching Everyone* by Whitney Rapp and Katrina Arndt and *Universal Design for Learning in Action* by Whitney Rapp. www.brookespublishing.com | 1-800-638-3775

This Week's Big Questions

"We all have different abilities and different needs."

How did Henry feel at the beginning of the story? Why did he feel this way? How did Henry feel at the end of the story?

What do you think "fair" means?

What do both texts tell us about fairness? Do you agree with Henry's mom and the zookeeper? Make connections with other stories or examples from your own life.

Cohort	TKA	KA	KB	KC
	Lee	UCSB	Miami	Harvard
Room	203	213	211	LL
Math/ILS		STEM: Jones ILS:		
ELA L/R	Bishop	Mai	Bishop	Mai

Cohort	1A	1B	1C	1D
	Colby	Simpson	SFSU	UCSC
Room	214	214	215	LL
Math/ILS		STEM: Nguyen ILS: J. Monarres		
ELA L/R	Rosales	Rosales	Wilson	Wilson

Cohort	2A	2B	2C
	Cal Poly	Chico	Nevada
Room	216	219	217
Math/ILS		STEM: Goraya ILS: Womack	
ELA L/R	Chung	Womack	Chung

Cohort	3A	3B	3C	3D
	SJSU	URI	UW	NHU
Room	118	117	116	LL
Math/ILS		STEM: Wolfe ILS: E. Monarres		
ELA L/R	Prado	Prado	Blake	Blake

Cohort	4A	4B	4C	4D
	LSU	APU	UCLA	SCU
Room	108	114	115	LL
Math/ILS		STEM: Hansen ILS: Del Rio		
ELA L/R	Gutierrez	Hansen	Gutierrez	Hansen

Cohort	5A
	Wash U
Room	107
Math/ILS	Demarest
ELA L/R	Demarest

Time blocks (7:45 – 5:00) include: Launch, SEL/Community Meeting, STEM, Hum., Language, Phonics, GR, PE, LL, RA, Dev Play, Nap, Lunch, Recess, Transition, Dismissal, and Common Planning Time/Supplementary Afterschool Intervention Program.

Total Minutes

	TKA	KA	KB	KC		1A	1B	1C	1D		2A	2B	2C		3A	3B	3C	3D		4A	4B	4C	4D		5A
	Lee	UCSB	Miami	Harvard		Colby	Simpson	SFSU	UCSC		Cal Poly	Chico	Nevada		SJSU	URI	UW	NHU		LSU	APU	UCLA	SCU		Wash U
Cohort					Cohort					Cohort				Cohort					Cohort					Cohort	
Room	203	213	211	LL	Room	214	214	215	LL	Room	216	219	217	Room	118	117	116	LL	Room	108	114	115	LL	Room	107
Math/ ILS	STEM: Jones ILS:				Math/ ILS	STEM: Nguyen ILS: J. Monarres				Math/ ILS	STEM: Goraya ILS: Womack			Math/ ILS	STEM: Wolfe ILS: E. Monarres				Math/ ILS	STEM: Hansen ILS: Del Rio				Math/ ILS	Demarest
ELA L/R Teacher	Bishop	Mai	Bishop	Mai	ELA L/R Teacher	Rosales	Rosales	Wilson	Wilson	ELA L/R Teacher	Chung	Womack	Chung	ELA L/R Teacher	Prado	Prado	Blake	Blake	ELA L/R Teacher	Gutierrez	Hansen	Gutierrez	Hansen	ELA L/R Teacher	Demarest

	TKA	KA	KB	KC		1A	1B	1C	1D		2A	2B	2C		3A	3B	3C	3D		4A	4B	4C	4D		5A
	Lee	UCSB	Miami	Harvard		Colby	Simpson	SFSU	UCSC		Cal Poly	Chico	Nevada		SJSU	URI	UW	NHU		LSU	APU	UCLA	SCU		Wash U
Cohort					Cohort					Cohort				Cohort					Cohort					Cohort	
Room	203	213	211	LL	Room	214	214	215	LL	Room	216	219	217	Room	118	117	116	LL	Room	108	114	115	LL	Room	107
		STEM: Jones ILS:					STEM: Nguyen ILS: J. Monarres					STEM: Goraya ILS: Womack				STEM: Wolfe ILS: E. Monarres					STEM: Hansen ILS: Del Rio				
Math/ ILS					Math/ ILS					Math/ ILS				Math/ ILS					Math/ ILS					Math/ ILS	Demarest
ELA	Bishop	Mai	Bishop	Mai	ELA	Rosales	Rosales	Wilson	Wilson	ELA	Chung	Womack	Chung	ELA	Prado	Prado	Blake	Blake	ELA	Gutierrez	Hansen	Gutierrez	Hansen	ELA	Demarest
L/R Teacher					L/R Teacher					L/R Teacher				L/R Teacher					L/R Teacher					L/R Teacher	

	TKA	KA	KB	KC		1A	1B	1C	1D		2A	2B	2C		3A	3B	3C	3D		4A	4B	4C	4D		5A
Cohort	Lee	UCSB	Miami	Harvard	Cohort	Colby	Simpson	SFSU	UCSC	Cohort	Cal Poly	Chico	Nevada	Cohort	SJSU	URI	UW	NHU	Cohort	LSU	APU	UCLA	SCU	Cohort	Wash U
Room	203	213	211	LL	Room	214	214	215	LL	Room	216	219	217	Room	118	117	116	LL	Room	108	114	115	LL	Room	107
Math/ ILS	STEM: Jones ILS:				Math/ ILS	STEM: Nguyen ILS: J. Monarres				Math/ ILS	STEM: Goraya ILS: Womack			Math/ ILS	STEM: Wolfe ILS: E. Monarres				Math/ ILS	STEM: Hansen ILS: Del Rio				Math/ ILS	Demarest
ELA L/R Teacher	Bishop	Mai	Bishop	Mai	ELA L/R Teacher	Rosales	Rosales	Wilson	Wilson	ELA L/R Teacher	Chung	Womack	Chung	ELA L/R Teacher	Prado	Prado	Blake	Blake	ELA L/R Teacher	Gutierrez	Hansen	Gutierrez	Hansen	ELA L/R Teacher	Demarest

	TKA	KA	KB	KC		1A	1B	1C	1D		2A	2B	2C		3A	3B	3C	3D		4A	4B	4C	4D		5A
	Lee	UCSB	Miami	Harvard	Cohort	Colby	Simpson	SFSU	UCSC	Cohort	Cal Poly	Chico	Nevada	Cohort	SJSU	URI	UW	NHU	Cohort	LSU	APU	UCLA	SCU	Cohort	Wash U
Room	203	213	211	LL	Room	214	214	215	LL	Room	216	219	217	Room	118	117	116	LL	Room	108	114	115	LL	Room	107
	STEM: Jones ILS:				Math/ ILS	STEM: Nguyen ILS: J. Monarres				Math/ ILS	STEM: Goraya ILS: Womack			Math/ ILS	STEM: Wolfe ILS: E. Monarres				Math/ ILS	STEM: Hansen ILS: Del Rio				Math/ ILS	Demarest
Math/ ILS																									
ELA L/R Teacher	Bishop	Mai	Bishop	Mai	ELA L/R Teacher	Rosales	Rosales	Wilson	Wilson	ELA L/R Teacher	Chung	Womack	Chung	ELA L/R Teacher	Prado	Prado	Blake	Blake	ELA L/R Teacher	Gutierrez	Hansen	Gutierrez	Hansen	ELA L/R Teacher	Demarest

	TKA	KA	KB	KC		1A	1B	1C	1D		2A	2B	2C		3A	3B	3C	3D		4A	4B	4C	4D		5A
	Lee	UCSB	Miami	Harvard	Cohort	Colby	Simpson	SFSU	UCSC	Cohort	Cal Poly	Chico	Nevada	Cohort	SJSU	URI	UW	NHU	Cohort	LSU	APU	UCLA	SCU	Cohort	Wash U
Room	203	213	211	LL	Room	214	214	215	LL	Room	216	219	217	Room	118	117	116	LL	Room	108	114	115	LL	Room	107
Math/ ILS		STEM: Jones ILS:			Math/ ILS		STEM: Nguyen ILS: J. Monarres			Math/ ILS		STEM: Goraya ILS: Womack		Math/ ILS		STEM: Wolfe ILS: E. Monarres			Math/ ILS		STEM: Hansen ILS: Del Rio			Math/ ILS	Demarest
ELA	Bishop	Mai	Bishop	Mai	ELA	Rosales	Rosales	Wilson	Wilson	ELA	Chung	Womack	Chung	ELA	Prado	Prado	Blake	Blake	ELA	Gutierrez	Hansen	Gutierrez	Hansen	ELA	Demarest
L/R Teacher					L/R Teacher					L/R Teacher				L/R Teacher					L/R Teacher					L/R Teacher	

	TKA	KA	KB	KC		1A	1B	1C	1D		2A	2B	2C		3A	3B	3C	3D		4A	4B	4C	4D		5A
	Lee	UCSB	Miami	Harvard		Colby	Simpson	SFSU	UCSC		Cal Poly	Chico	Nevada		SJSU	URI	UW	NHU		LSU	APU	UCLA	SCU		Wash U
Cohort					Cohort					Cohort				Cohort					Cohort					Cohort	
Room	203	213	211	LL	Room	214	214	215	LL	Room	216	219	217	Room	118	117	116	LL	Room	108	114	115	LL	Room	107
Math/ ILS	STEM: Jones ILS:				Math/ ILS	STEM: Nguyen ILS: J. Monarres				Math/ ILS	STEM: Goraya ILS: Womack			Math/ ILS	STEM: Wolfe ILS: E. Monarres				Math/ ILS	STEM: Hansen ILS: Del Rio				Demarest	Demarest
ELA L/R Teacher	Bishop	Mai	Bishop	Mai	ELA L/R Teacher	Rosales	Rosales	Wilson	Wilson	ELA L/R Teacher	Chung	Womack	Chung	ELA L/R Teacher	Prado	Prado	Blake	Blake	ELA L/R Teacher	Gutierrez	Hansen	Gutierrez	Hansen	ELA L/R Teacher	

	TKA	KA	KB	KC		1A	1B	1C	1D		2A	2B	2C		3A	3B	3C	3D		4A	4B	4C	4D		5A
Cohort	Lee	UCSB	Miami	Harvard	Cohort	Colby	Simpson	SFSU	UCSC	Cohort	Cal Poly	Chico	Nevada	Cohort	SJSU	URI	UW	NHU	Cohort	LSU	APU	UCLA	SCU	Cohort	Wash U
Room	203	213	211	LL	Room	214	214	215	LL	Room	216	219	217	Room	118	117	116	LL	Room	108	114	115	LL	Room	107
Math/ ILS	STEM: Jones ILS:				Math/ ILS	STEM: Nguyen ILS: J. Monarres				Math/ ILS	STEM: Goraya ILS: Womack			Math/ ILS	STEM: Wolfe ILS: E. Monarres				Math/ ILS	STEM: Hansen ILS: Del Rio				Math/ ILS	Demarest
ELA	Bishop	Mai	Bishop	Mai	ELA	Rosales	Rosales	Wilson	Wilson	ELA	Chung	Womack	Chung	ELA	Prado	Prado	Blake	Blake	ELA	Gutierrez	Hansen	Gutierrez	Hansen	ELA	Demarest
L/R Teacher					L/R Teacher					L/R Teacher				L/R Teacher					L/R Teacher					L/R Teacher	

	TKA	KA	KB	KC		1A	1B	1C	1D		2A	2B	2C		3A	3B	3C	3D		4A	4B	4C	4D		5A
	Lee	UCSB	Miami	Harvard		Colby	Simpson	SFSU	UCSC		Cal Poly	Chico	Nevada		SJSU	URI	UW	NHU		LSU	APU	UCLA	SCU		Wash U
Cohort					Cohort					Cohort				Cohort					Cohort					Cohort	
Room	203	213	211	LL	Room	214	214	215	LL	Room	216	219	217	Room	118	117	116	LL	Room	108	114	115	LL	Room	107
Math/ ILS	STEM: Jones ILS:				Math/ ILS	STEM: Nguyen ILS: J. Monarres				Math/ ILS	STEM: Goraya ILS: Womack			Math/ ILS	STEM: Wolfe ILS: E. Monarres				Math/ ILS	STEM: Hansen ILS: Del Rio				Math/ ILS	Demarest
ELA L/R Teacher	Bishop	Mai	Bishop	Mai	ELA L/R Teacher	Rosales	Rosales	Wilson	Wilson	ELA L/R Teacher	Chung	Womack	Chung	ELA L/R Teacher	Prado	Prado	Blake	Blake	ELA L/R Teacher	Gutierrez	Hansen	Gutierrez	Hansen	ELA L/R Teacher	Demarest

Class columns: TKA | KA | KB | KC | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D | 5A

Launch (7:45–7:55)

SEL/Community Meeting (8:00–8:25)

SEL/Comm Mtg (5A)

Schedule blocks include: RA, Phonics, GR, STEM, Hum., LL, Lunch, Recess, Transition

Dismissal (2:55)

Thursday PD (5:00)

	TKA	KA	KB	KC		1A	1B	1C		2A	2B	2C	3D		3A	3B	3C		4A	4B	4C		5A	5B	5C
Cohort & Teacher	U of Arizona Smith	U of Miami Jones	UCSC J. Monarres	Cal Poly SLO Mai	Cohort & Teacher	Colby Rosales	Baylor U Wong	U of Oregon Nguyen	Cohort & Teacher	UCLA Bulatao	Clemson Gutierrez	NHU E. Monarres	Mich State Aguilar	Cohort & Teacher	SJSU Prado	Cal Poly P Chung	Chico S Womack	Cohort & Teacher	WuSTL Demarest	UNC du Preez	APU Hansen	Cohort & Teacher	U Wash Blake	SDSU Larson	CSU Matusich
Room	108	114	LL	107	Room	106-1	115	203	Room	118	117	LL	116	Room	219	217	216	Room	212	214	215	Room	211	214	2132
Math/ILS	Math: Jones ILS: Monarres				Math/ILS	Math: Nguyen ILS: Nguyen/ Wong			Math/ILS	Math: Gutierrez ILS: Monarres				Math/ILS	Math: Chung ILS: Chung/ Womack			Math/ILS	Math: Hansen ILS: Hansen/ du Preez			Math/ILS	Math: Matusich ILS: Matusich/ Larson		
ELA	Smith	Mai	Smith	Mai	ELA	Rosales	Wong	Rosales	ELA	Bulatao	Aguilar	Bulatao	Aguilar	ELA	Prado	Prado	Womack	ELA	Demarest	Du Preez	Demarest	ELA	Blake	Larson	Blake
L/R Teacher	Veronica	Reanna	ALE	Perla	L/R Teacher	Song	Irene	Lulu	L/R Teacher	Veronica	Reanna	Irene	Jocelin	L/R Teacher	Song	Irene	Lulu	L/R Teacher	Song	Ale	Jocelin	L/R Teacher	Song	Irene	Lulu

Educationally Related Mental Health Services (ERMHS)
Referral, Assessment, and Service Delivery
Department of Integrated Special Education, Rocketship Education (California Schools)

What are ERMHS?

Educationally Related Mental Health Services (ERMHS) are special education related services. Like any other related service, they are provided to students with IEPs who require them in order to access and benefit from their educational programs. Specifically, ERMHS services support students who display mental health and/or social-emotional needs that have a significant and adverse impact on educational performance.

How do I know if a student should be referred to an ERMHS (Social-Emotional) evaluation?

Students can only be referred for an ERMHS evaluation if they already have an IEP (general education students with mental health concerns should be referred to the SST process and/or the general counseling program at the school). The following indicators might suggest to the IEP team that an ERMHS referral is warranted:

- The student is exhibiting maladaptive or atypical behaviors (e.g. self-harm or frequent talk of self-harm, physically aggressive behaviors, etc.) that are negatively impacting educational performance
- A parent or doctor provides information indicating that the student has a mental health disorder
- The student has a significant change in behavior which results in a negative impact on their educational performance

Note that ERMHS services are not tied to any one eligibility, but in almost all cases, students with an eligibility of Emotional Disturbance should have ERMHS services as a component of their IEPs.

How do I refer a student for an ERMHS (Social-Emotional) assessment?

All ERMHS referrals at Rocketship will go through the school's assigned ERMHS provider (Mental Health Provider), who will then loop in the School Psychologist. Teachers should not reach out directly to our ERMHS providers to refer a student for a social-emotional assessment. If a case manager suspects a student may require an ERMHS assessment, they should schedule a time to check-in with the Mental Health Provider to discuss the presenting concerns, including:

- Presenting behaviors
- Previously implemented interventions and effectiveness
- Overall academic and/or educational impact of behaviors

If it is determined that a social-emotional assessment is warranted, the School Psychologist will:
- Prepare an assessment plan and prior written notice
  - NOTE: it is important to note that the AP will be for a social-emotional assessment, not an ERMHS assessment, as we assess for a need (social-emotional need) not a service (Educationally Related Mental Health Service).

The ISE case manager will:
- Schedule an amendment IEP meeting to review the presenting concerns with the family and obtain consent to proceed with the assessment

What is a social-emotional assessment and who conducts the assessment?

A social-emotional assessment is designed to determine whether a student has a mental health need resulting in a need for direct, mental health services in order to access and benefit from his or her educational program. The assessment also helps inform IEP goals for students with ERMHS services. At Rocketship, social-emotional assessments are multi-disciplinary and involve the school psychologist, the case manager, and the ERMHS provider. In order to determine the need for services, social-emotional assessments at Rocketship will include the following components:

- Behavior/social emotional rating scales: completed by the School Psychologist with the teacher, the family and, if appropriate, with the student
- Observations: completed by the School Psychologist and/or ERMHS provider, including observations in both the classroom and during unstructured times
- Interviews: completed by the School Psychologist with the teacher(s), the student, the family, and any other relevant stakeholders
- Instructional factors: completed by the ISE specialist

Following each assessment, the ERMHS provider and the School Psychologist will meet informally before the IEP meeting to discuss results and align on recommendations to be made to the IEP team. The School Psychologist will write an evaluation report incorporating the assessment results and summarizing the assessment recommendations.

What ERMHS services might a student receive as a result of the ERMHS evaluation?

The exact services will be determined by the IEP team based on the results of the social-emotional evaluation, but the following services are all considered ERMHS services: Individual Counseling, Counseling and Guidance, Parent Counseling, Social Work Services, and Psychological Services as defined by CASEMIS. Our ERMHS providers are our Mental Health Providers at Rocketship.

How do we update progress towards IEP goals?

ERMHS providers will provide an update on student progress towards IEP goals directly to the ISE case manager before each IEP goal reporting period. The ERMHS provider will be responsible for completing the progress report update in SEIS.

Child Find Policy
Region(s): ALL

This policy applies to all Rocketship Public Schools schools in all regions.. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Public Schools provides a free, appropriate public education to students with disabilities according to state and federal mandates. To be eligible for special education services, the child must be of school age, need specially designed instruction, and meet eligibility criteria for one or more of the following disabilities as set forth in the Individuals with Disabilities Education Improvement Act (the federal law which outlines legal responsibilities related to special education):

- Autistic-like Behaviors

- Blindness/Visual Impairment

- Deaf Blindness

- Deafness/Hearing Impairment

- Emotional Disturbance

- Intellectual Disability

- Multiple Disabilities

- Orthopedic Impairment

- Other Health Impairment

- Physical Disability

- Specific Learning Disability

- Speech and Language Impairment

- Traumatic Brain Injury

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific "Child Find" form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the

classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

If you have a concern regarding your child's academic or social functioning, contact his or her classroom teacher, or a school leader at your school site.

Approved by Rocketship Education Board of Directors, Inc. 2/18/2014

Approved by Rocketship Education Board of Directors Wisconsin 2/18/2014

Approved by the Rocketship Education, D.C., Public Charter School, Inc. Board of Trustees 2/18/2014

Revised: 7/1/2019
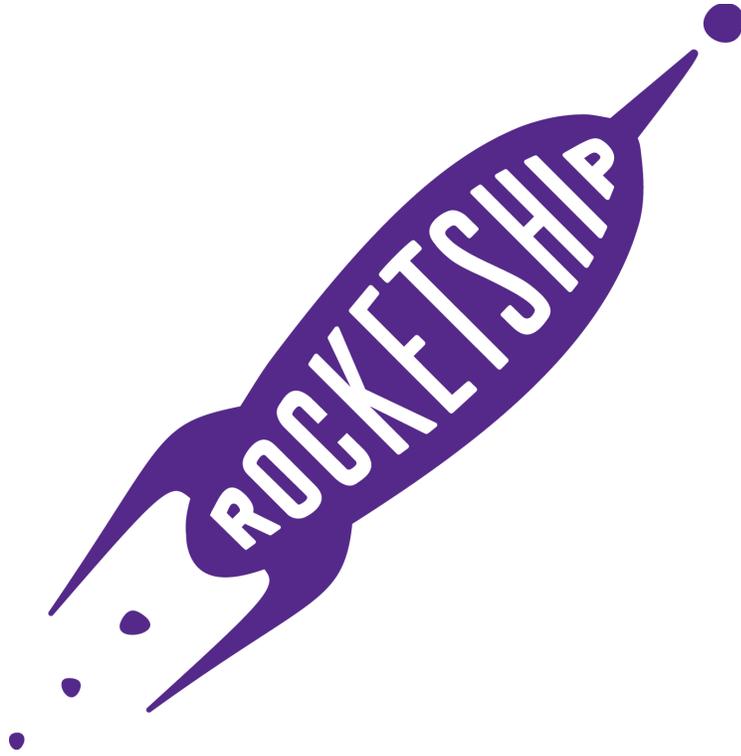
Pre-Referral Playbook

Section 1: Overview of the Pre-referral Process and Purpose

What is a pre-referral process?

"Pre-referral process" refers to any of the general education interventions that occur for students who do not have IEPs. It's a bit of a misnomer, because pre-referral interventions don't always lead to a referral for a special education evaluation – in fact, when we are executing a high quality pre-referral process, we will be able to successfully intervene early with many students, **preventing the need for a special education evaluation** and "label."

There are many components of the pre-referral process at Rocketship, ranging from the LLI small groups that occur with tutors in the learning lab to the handwriting intervention groups to actual SST meetings. The focus of this playbook is on the 'Student Study Team' (SST) component of our pre-referral process, and how it fits within the greater Multi-Tiered System of Supports (MTSS) framework at Rocketship.

The SST meeting is a problem-solving process during which stakeholders come together to generate solutions for the most serious individual student challenges in the educational setting. SSTs are held when other classroom-based or small-group interventions (generated through universal screenings or MTSS meeting decisions) have been unsuccessful, in order to address a range of student needs. Areas of concern may include academic, behavioral, social-emotional, ELL, sensory motor, self-care, speech and language, or attendance difficulties. SSTs are a function of general education, although ISE team members are sometimes involved as consultants (particularly when a referral for Special Education assessment is being considered).

Universal Screeners: STEP, NWEA, Social Emotional Screener
Universal Instruction: Core Lessons (STEM/HUM), TLAC, "The Shortest Distance", GLAD

Huddles or SSTs Happen

Tier 2 PM: STEP, SES, Specific Intervention Data
Tier 2 Interventions: SSG, CICO, Lunch Bunches, LLI, Math SGI

Follow-Up Huddles or SSTs Happen

Pre-Referral Process at Rocketship

Tier 3 PM: STEP, SES, Specific Intervention Data
Tier 3 Interventions: Highly individualized Interventions (BIPs, counseling, others)

MTSS Meetings happen at each Data Cycle.

SSTs and Huddles happen as needed.

ISE

What legal requirements inform pre-referral policies and procedures?

The Individual with Disabilities Education Act (IDEA) governs the identification, evaluation and implementation of special education services. Interventions within the general education program shall be implemented before referral for a special education evaluation. (Cal. Ed. Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the grade level school leader who connects with the school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Rocketship Redwood City will also notify the District and/or SELPA of the assessment request within five days of receipt. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent. Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

Section 2: The Student Huddle Process (Optional)

At Rocketship, an *optional* step in the pre-referral process is known as a "Student Huddle." Student huddles happen before SSTs meetings, as a way to engage in some initial brainstorming and problem solving, before needing a more formal and intensive meeting. The "Student Huddle" is a grade level, team-based problem solving process which focuses on generating interventions and supports for an individual student, with the intention that the supports generated for that student will benefit several students in the cohort. Supports generated in the Student Huddle process should be relatively low lift for teachers – the idea is to assess the degree to which the student responds to low level supports in the classroom before investing in the time intensive process of generating targeted, intensive supports.

Rocketship began implementing the Student Huddle process in 2013-14, and teams that implemented the process with fidelity reported a range of positive outcomes, including increased teacher capacity to support struggling students.

What happens during a Student Huddle?

During a Student Huddle, the grade level school leader (or other named staff) facilitates a discussion with the grade level team regarding the individual student of concern. The presenting concern can be academic, behavioral, or both. The team clarifies the concern, brainstorms potential solutions, commits on a plan of action, and schedules a date to revisit the plan to evaluate success and determine next steps.

What happens after a Student Huddle?

After the Student Huddle occurs, teachers implement the committed next steps and supports that were agreed upon, and the school leader monitors and supports the implementation of these supports. The grade level team should revisit the student approximately 4 weeks after the initial Student Huddle.

Based on the responsiveness of the student, the team may decide to:
- Discontinue the support(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the support(s) (if the student is making good progress but is not yet ready to function without the support)
- Refer the student to SST, a more intensive level of support

How do we know if a student should be referred to an SST?

Based on the responsiveness of the student, the team may decide to:
- Multiple teachers are struggling to support the student
- The student is struggling in more than one area

Section 3: Overview of the SST Process

The Student Study Team, or SST, is a more intensive team-based problem solving approach, in which a team of individuals creates an intensive, individualized support plan for a student who is demonstrating significant and persistent academic and/or behavioral challenges. An SST is also held any time a parent request for special education assessment is made (see Section 4 of this playbook for more information on how to respond to parent requests for special education assessment). The various ways that a student can arrive at an SST, as well as the potential outcomes of an SST meeting, are summarized in the graphic below:

SST Flow Chart

SST #1: Team (including family) comes together to determine gaps and supports needed.
Outcome: Intervention Plan is documented with clear S.M.A.R.T. goals and owners of interventions.

Plan is implemented with fidelity for ~6-8 weeks.

SST #2: Team follows up to determine progress based on intervention plan.
Outcome: Plan continues, plan changes, plan intensifies, plans stops and team moves to evaluation.

| Plan is implemented with fidelity for ~6-8 weeks. | 60 day timeline for evaluation begins. |

SST #3: Team follows up to determine progress based on intervention plan.
Outcome: Student is continuing to progress so team continues with intervention **or** student is not progressing and the team decides it's time to move to evaluation.

| Student is back on GL/Met Goals and returns to Tier 1 interventions. | Student continues with intervention. | 60 day timeline for evaluation begins. |

What leads to an SST? What is the outcome of an SST?

- MTSS Non-Responder/ MTSS Meetings
- Parent Request for SpEd
- Crisis/ Emergency

↓ ↓ ↓

SST Meeting

↓ ↓

- Intervention Plan
- Evaluation for Special Education
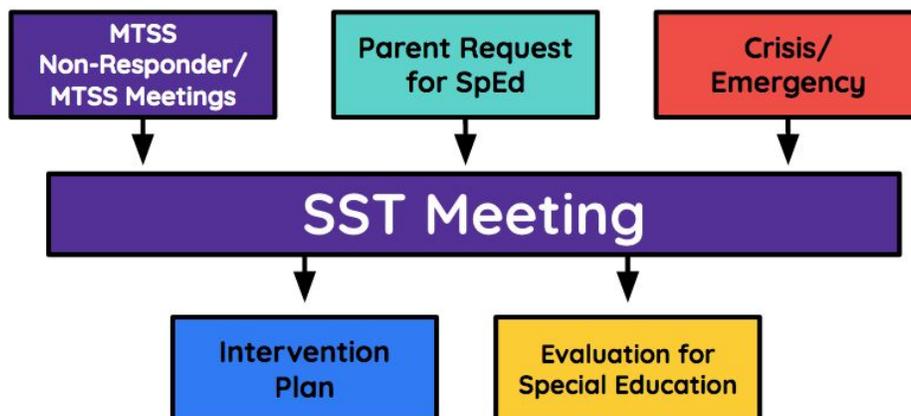
How do staff prepare for an SST meeting?

Teachers should come to SST meetings prepared to share quantitative and qualitative information on the student's present levels of performance, including rates of progress and performance compared to the class average. If the student is participating in an intervention(s), the intervention provider(s) should be prepared to share the student's current progress monitoring data (e.g. STEP data, CICO data, etc.). If behavior concerns are indicted, the school leader/grade level coach should be prepared to share any relevant discipline data (e.g. suspension reports or BDF data). If special education assessment is being discussed at the meeting, the school psychologist/mental health provider will prepare any required paperwork and invite any relevant related service providers.

What happens during an SST meeting?

During an SST meeting, staff review available data and generate interventions to support the student. See the "resources" section of this playbook for more guidance on creating interventions for individual students. Team members create specific goals for the student, along with a plan for monitoring progress towards the goals. The team aligns on next steps and responsibilities, and schedules the follow-up SST meeting.

What happens after an SST meeting?

After the SST meeting, the interventions are implemented and progress is monitored. The school leader/grade level coach monitors and, if necessary, supports the implementation of interventions and the monitoring of student progress. A follow-up SST meeting is held within 4-6 weeks to evaluate the effectiveness of the interventions and generate next steps.

Based on the responsiveness of the student, the team may decide to:
- Discontinue the intervention(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the intervention(s) (if the student is making good progress but is not yet ready to function without the support of the intervention)
- Intensify the intervention if student is not seeing the progress set
- Change the intervention, if it is not targeting the correct need/gap

*see chart on next page to help determine next steps

SST #2: Was progress shown?
Progress = Meeting the goal set in SST #1 or not quite reaching it, but trending up (showing the intervention is working).

Met Goal or Progress Shown
(Remember progress may be slower than others, which is why we provide extra support.)

Continue with intervention. Schedule a follow-up SST for ~6-8 weeks.

No Progress

Did fidelity of the plan happen?

YES
Is it the right intervention? Does it mean the need/gap?

YES
Is the intervention happening frequently enough?

NO
Change the Intervention
Ensure it targets correct need/gap and put new plan in place for ~6 weeks.

Schedule follow-up SST.

NO
What stopped fidelity? What will be in place to ensure fidelity this time?

Put intervention plan in place for ~6 weeks with fidelity.

NOTE: do not stop **Child Find** process. This is our fault, and may warrant an evaluation.

YES
Consider moving to Evaluation.

NO
Increase frequency of intervention and put new plan in place for ~6 weeks.

Schedule follow-up SST.

How do we know if and when we should consider a special education evaluation for a student?

The same guidelines described in the "Student Huddle" section of this playbook apply here as well. Please note that the school psychologist or speech language pathologist (in cases of suspected speech or language impairment) **must always** be involved in the decision to assess for special education eligibility and related service providers **must always** be involved in determining whether or not to assess in their area of expertise.

Students may be appropriate candidates for a special education evaluation when:

- They are not "on track" to meet their goal after at least 2 rounds of intervention
- They have not made significant progress towards grade level standards despite individualization of Tier 3 interventions
- They remain at least 2 years below grade level, despite a history of small group Tier 2 interventions
- Their behaviors significantly impact the learning of the class, or their own learning despite Tier 2 interventions (CICO, social skills groups, lunch bunches, etc.), Tier 3 interventions (counseling, behavior plan), and the teacher is successful at all executing TLAC skills at a Tier 1 level.
- Any behavior that is dangerous to students or staff (boulder level) and has occurred repeatedly (3 or more boulder level behaviors).
- Student is unable to care for personal needs at an age-appropriate level (feeding, toileting, following routines, age-appropriate independence skills, etc.)

In addition, the psych services team and principal will hold have bi-weekly meetings where the principal can consult about:

- Whether or not a specific student concern warrants additional support
- Potential interventions to discuss at an upcoming SST meeting
- To pre-meet regarding appropriate next-steps at a follow-up SST (including the possibility of offering an assessment).

Can I refer a student with an IEP for an SST meeting?

No! If a team member has concerns about a student who already has an IEP (including a speech only IEP), they should work with the student's case manager to schedule an IEP meeting to discuss the concerns and next steps. Any changes to the educational program of a child with an IEP must be made through the formal IEP process.

If a concern is expressed by a member of the student's IEP team (ex. Parents or teacher) that concern must be addressed in the form of an IEP meeting within 30 days.

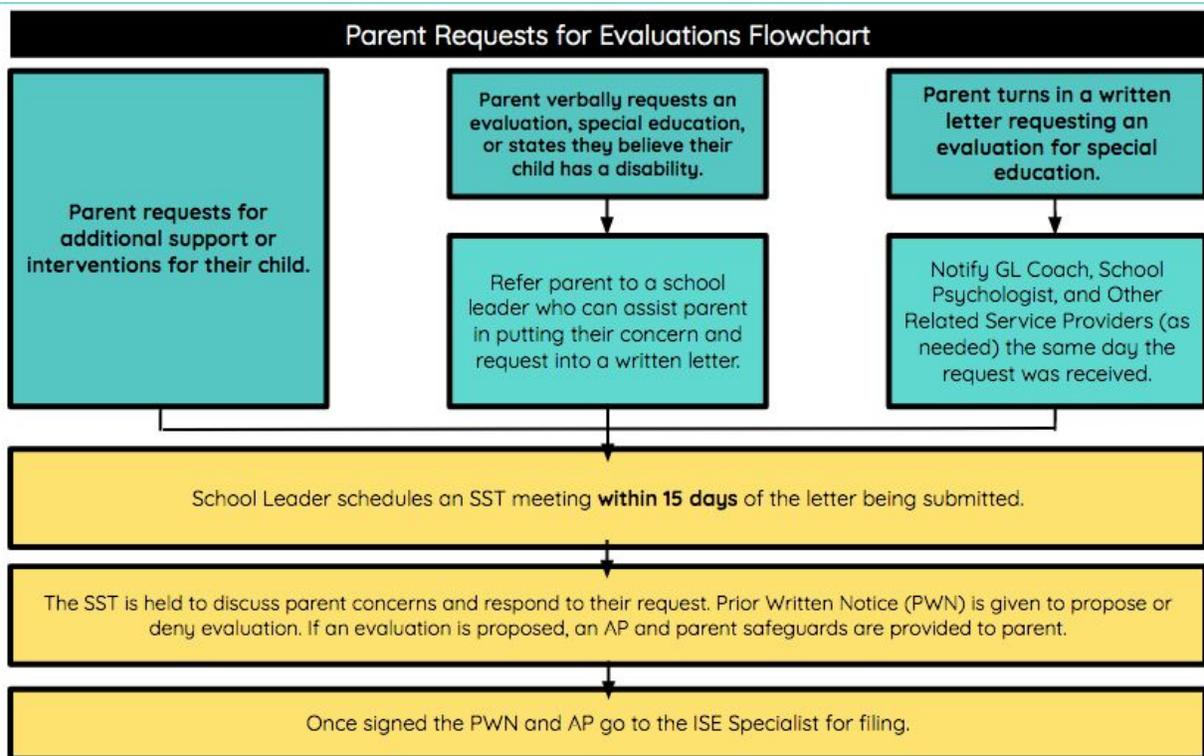# Section 4: Responding to Parent Requests for Special Education Testing

There are several IDEA guidelines that mandate how schools must respond when a parent makes a formal request for special education testing. Schools are **required** to:
- Assist the parent in putting the request in writing, if the request is made verbally.
- Respond formally and in writing to the request within 15 calendar days of receiving it.
- Consider the request for assessment and, unless the available data demonstrates that there is **no reason** to suspect the child may have a disability (e.g. the child is performing on grade level in all areas and is not displaying any maladaptive behaviors), comply with the request.
- If a request is being denied a PWN must be completed. The written request, SST notes, and PWN must be filed into the student's CUM (in the red folder).

At Rocketship, we utilize our Student Huddle and SST process as the formal mechanisms for responding to parent requests for special education assessment. See process below.

What?	Who?	When?
Assist the parent in putting the request in writing (if necessary)	The individual receiving the request (usually the OM or a school leader)	Immediately upon hearing the request
Notify the school psychologist and the appropriate related service providers based on the concerns (ex. speech pathologist if language concerns and occupational therapist if sensory, motor, and/or self-care concerns)	The individual receiving the request	Immediately (same day!) upon receiving the request
Schedule and facilitate a Student Huddle meeting	The school leader managing the grade level	Ideally within 7-10 days of receiving the request
Conduct a record review to gather historical data for the team to review	School Psychologist	Prior to the Student Huddle meeting
Determine, based on the available data, if the school will proceed with a special education evaluation	The Student Huddle team (classroom teachers, school leader, school psychologist, and speech pathologist <if applicable>)	During the Student Huddle meeting
Prepare the paperwork based on the decision	The School Psychologists and Speech Pathologist (if applicable)	After the Student Huddle and prior to the SST meeting
Schedule and facilitate an SST meeting wherein the school's decision and appropriate paperwork is presented to the parent	The school leader managing the grade level (in collaboration with the school psychologist and/or Speech Pathologist, if applicable)	Within 15 days of receiving the request (remember that this is our **legal mandate**)

Parent Request FlowChart

Parent Requests for Evaluations Flowchart

Parent requests for additional support or interventions for their child.

Parent verbally requests an evaluation, special education, or states they believe their child has a disability.

↓

Refer parent to a school leader who can assist parent in putting their concern and request into a written letter.

Parent turns in a written letter requesting an evaluation for special education.

↓

Notify GL Coach, School Psychologist, and Other Related Service Providers (as needed) the same day the request was received.

↓

School Leader schedules an SST meeting **within 15 days** of the letter being submitted.

↓

The SST is held to discuss parent concerns and respond to their request. Prior Written Notice (PWN) is given to propose or deny evaluation. If an evaluation is proposed, an AP and parent safeguards are provided to parent.

↓

Once signed the PWN and AP go to the ISE Specialist for filing.

Section 5: SST Roles and Responsibilities

Grade Level School Leader:
- Schedule SSTs for their grade levels
- Facilitate SST meetings for their grade levels, and ensure action steps are completed
- Schedule follow up SST meetings and ensure the team re-visits intervention data and progress.
- Complete screening referral forms, submit to service provider, invite service provider to follow up meeting, engage in communication regarding results if service provider cannot attend follow up

Psych Services Team Responsibilities:
- Available for designated SST 30 minute blocks (2 per site per week)
- Will attend SSTs when special education evaluation is be considered (within SST blocks)
- Will attend on-going meetings with SST lead to prepare for upcoming SSTs (recommended at least bi-weekly)
- Will attend SSTs held to respond to parent requests for evaluation
- Will attend SSTs for high level behavior needs
- Will hold weekly meetings with Principals to consult about upcoming SST meetings, or discuss the need for SSTs for specific students of concern.

Teachers:
- Refer students to the school leader if serious concerns exist outside of data cycles
- Bring relevant student data to Student Huddles and/or SST meetings
- Implement interventions and monitor progress
- Contribute information to speech and/or OT screening request paperwork when needed

Speech Language Pathologists/Occupational Therapists/Adapted Physical Education:
- Speech language pathologists, occupational therapists, and adapted physical education providers, operating under ESSA as specialized instructional support personnel (SISPs), are referred to throughout this document as related service providers.
- When receiving screen requests coming out of MTSS meetings, complete screenings by next MTSS cycle date.
- When receiving screen requests coming out of SST meetings,
  - Screen is completed within two-three weeks
  - SST meeting to review screen occurs three weeks from the screen request. Team determines the next steps for intervention and support.
  - Follow-Up SST Meeting in 6-8 weeks after implementation of related service intervention to determine the next stages of support. .
- Attend SST meetings when needed (pending outcome of screens)

ISE Specialists
ISE Specialists typically do not attend Student Huddles or SSTs, as these are a function of general education. They may however attend in unique cases, such as:
- If an Assessment Plan will be proposed
- Tier 3 interventions with ISE groups are being considered (pending capacity)

Section 6: Support Requests for Speech, OT & APE

Teachers and School Leaders can identify student needs that may fall under the realm of speech and OT support. This could be a range of things from speech and language development, gross motor skills, fine motor skills, perceptual abilities, self-care skills, or sensory-related behaviors.

Here is the process for identifying the need and right supports for related services:
- Team identifies a concern for a student
- Submit a Related Services (OT, SLP & APE) Support Inquiry
- Related Service Provider connects with school team based on needs and school team schedules an SST in the following week for the Related Service provider to attend.
- Based on the initial SST meeting, the team decides the proper interventions and next steps. Depending on the need, a subsequent SST meeting is scheduled in 3-6 weeks to review intervention data.

What types of concerns might indicate a related service support inquiry:
Speech
- Peers cannot understand the student
- The student struggles to follow simple (1-2 step) instructions, or comprehension is a significant area of concern
- Language appears significantly delayed, but not related to being an English language learner.

OT
- Difficulty with age-appropriate fine motor tasks, such as drawing shapes, opening containers, writing letters/numbers, cutting, or copying work from the board
- Inability to maintain a safe, seated position for a significant portion of class or difficulty navigating classroom or campus spaces safely (ex. stairs/playground)
- Difficulty completing age appropriate self-care tasks necessary for the school environment: eating, toileting, dressing
- Student engages in disruptive or unsafe sensory-related behaviors (eating or mouthing non-food objects, extreme responses to loud sounds or touch, unusual need to touch objects/textures, rocking/spinning)

APE
- Student has a severe orthopedic or other health impairment which prevents his/her from safely or successfully participating in the physical education program
- Student is unable to imitate basic motor actions (ex. hands over head), stand on one foot, jump, run, throw, or catch a large ball thrown from 5 feet away in spite of multiple teaching attempts.
- Check out the APE Playbook for all the information

Section 7: SSTs and Statewide Testing Supports

SBAC Testing (California and Wisconsin)

There are three types of supports available to students on the SBAC assessment. "Universal Supports" are available to all students and include things like scratch paper and a digital highlighter. "Accommodations" are available **only** to students who have them documented in a 504 or IEP, and include things like a scribe or use of a multiplication table. There is a third type of support, "Designated Supports" that are available to "any student for whom the need has been indicated by an educator." This includes things like testing in a separate setting and read aloud or scribe for math items.

TNReady (Tennessee)

Similarly, the TNReady assessment in Tennessee makes available several accessibility features to students for whom the need has been designated and documented.

Designating and Documenting Statewide Testing Supports (all regions)

At Rocketship, we use the SST process to identify required "Designated Supports" or "Accessibility Features" for students who may require them. In order to make these supports available to students in the SST process, you must:
- Discuss the need for the supports as an SST meeting, and **document** the need for the supports on the SST paperwork (there is a section for this)
- In the spring, the site-based testing coordinator will work with the analytics team to complete the ISAAP tool, wherein the designated supports are assigned to each individual student

See the "Resources" section for several SBAC and TNReady accessibility resources.

Section 8: Best Practices

Before the Meeting- Scheduling and Reminders: Keep SSTs scheduled during specified SST blocks when possible and try to avoid having more than 2 SSTs scheduled per week. Call parents to invite them to the meeting when it is scheduled and set up a calendar invite with appropriate school leaders, grade level teachers, ILS (optional), School Psych (if during SST blocks), other service providers, and translator (if needed). Call to remind parents of SST the week before. Sometimes, an OM can take the lead in scheduling with regular communication structures and management from the SST lead. At the SST meeting, the school leader (facilitator) will schedule the follow up meeting 6-8 weeks later. The school leader should add the meeting to the SST scheduling doc as well as send a gcal invite.

Sample Parent Scheduling Script:

"Hello Ms. Garcia, I wanted to let you know that a team of our staff including Valeria's teachers, the school psychologist, and the assistant principal who oversees 2nd grade would like to meet to discuss some ways to better support Valeria with reading. The team will be meeting on Monday October 12th from 7:15 - 7:45. If you are available, it would be great for you to join in order to share more information about Valeria and help with our problem-solving process. I know this time may be inconvenient, so if you'd like to call in to the meeting or have us send you home the paperwork with our notes and decisions afterwards, we can do that as well. Our office manager will be calling to remind you a few days in advance that there is a team meeting for Valeria on Monday October 12th at 7:15. We hope to see you there. Thank you."

During the meeting- Intervention Planning: The intervention plan is the action plan that is created in the SST meeting after student gaps are identified. The following guidelines should be considered with planning SST interventions. More information on intervention planning can be found "Resources" section of this playbook.
- Intervention should be directly aligned with the identified area of need
- Start with interventions and structures that are already available on your campus
- Consider how a Tier 1 or 2 support could be modified to be a tier 2 or 3 support (e.g. LLI 1:1, or double-dose of guided reading)
- Consider training select staff on additional interventions to allow for greater flexibility (e.g. Touch Math, Sound Partners, fluency routines, etc.)
- Accommodations **are not** interventions

During the meeting- Generating a Progress Monitoring Plan: As part of the intervention plan, a plan for monitoring student progress with intervention should also be developed. It is important that this plan is developed and implemented in order for the team to make decisions about next steps in follow up SST meeting. For example, if a student's progress monitoring data suggests little or no gain, the intervention should be modified. Conversely, if the data suggests that the student is on track to meeting the goal, the intervention should be continued. See below for additional guidelines in setting up progress monitoring plans.

- All SSTs should result in a specific goal. Example goals:
    - Master all letter names/sounds, or X number of sight words
    - Pass the comprehension portion on STEP 5
    - Be able to solve single digit addition problems at 80% accuracy
    - Meet CICO goal of 80% for 4/5 days consecutive days
- Whenever possible, use an already-existing assessment systems:
    - STEP
    - BDFs (Behavior Disciplinary Forms)
    - CICO
    - Formative assessments or benchmarks

Section 9: Common Pre-Referral Pitfalls and How to Avoid Them

Rocketship's pre-referral and SST process is designed to identify students needing support and match them with the appropriate intervention, as well as ensure that schools are adhering to their child find obligations. However, over the years we have observed several common pre-referral pitfalls, which are described below along with recommendations for avoiding them.

Pre-Referral Pitfall	Recommendations for Avoiding
Certain grade levels move students through the pre-referral process appropriately while other grade levels don't refer any students to SST.	● Add a regular standing item to school leadership meetings wherein each school leader reports out how many students in their grade level are at each phase of the pre-referral process.
Schools focus heavily on student huddles and interventions in the learning lab for most of the school year without referring many (or any) students to an actual SST meeting, resulting in a large influx of special education assessment referrals for students who haven't been progressing in interventions.	● In general, if a student is at the second or third round of an SST meeting and has not been making progress in interventions, the team should *consider* the need for a referral for assessment. ● Schedule regular consultation with your School Psychologist to review the data of students in the intervention process and identify appropriate referrals. ● Student huddles should be for general concerns and should not last for more than 2 huddles.
School teams wait too long to schedule a Student Huddle meeting after receiving a parent request for special education testing, so they are unable to adhere to the 15 day timeline for formally responding to the request.	● Ensure that all staff members are aware of their obligation to support parents in putting verbal requests for assessment into writing. ● Ensure that all staff members are aware of the 15 day timeline requirement. ● Notify your school psychologist and/or speech language pathologist immediately when a request for evaluation for special education is received. ● Schedule the Student Huddle **and** follow-up SST meeting as soon as possible after the request for testing is received.
Students receive informal interventions (e.g. the ISE Specialist pulls them along with ISE students in a small group) but none of the interventions are documented. School teams want to refer students who are still struggling for a SPED evaluation, but it is difficult for	● Ensure that SST meetings are held for students that require Tier 3 (individualized) interventions. In addition to the importance of documenting these interventions, parents must give permission in order for a student to be pulled out of their general program for intervention. The SST process ensures that

the ISE team to determine the appropriateness without documentation.	parents have provided informed consent for Tier 2 and 3 interventions.
Pre-Referral Pitfall	**Recommendations for Avoiding**
ISE is the only option for individualized, Tier 3 interventions. If the ISE caseload is full, there are no options for additional, non-ISE students who require that level of support.	● Tier 3 just means that the intervention is targeted and individualized, and schools can be creative in thinking about who can deliver these services. See the "Resources" section for guidance.
SST teams fail to create a goal and a progress monitoring plan during the SST meeting, so when the follow-up meeting is held, they are unable to determine if the student has made adequate progress.	● Pace SST meetings appropriately to ensure the team has time to align on a measurable, ambitious yet realistic goal, as well as a progress monitoring plan. Be sure to document the goal on the SST paperwork for reference in the next meeting.
Teams run out of time to assign owners to next steps, and when the follow-up meeting is held, none of the next steps have been completed because the team was unsure of who was responsible for each step.	● Pace SST meetings appropriately to ensure the team has time to align on ownership of next steps. ● Send an email to all meeting participants summarizing next steps.

Section 9: Behavior Intervention Plans

Students are often referred to the SST process because of concerns with maladaptive behavior (either in isolation or co-occurring with academic challenges). Most students will first be placed in social-emotional or behavior interventions as a result of MTSS meetings. For example, students may be placed in individualized plan named in SST, Check-In Check-Out (CICO), social skills groups, or counseling. In some cases, students will not respond adequately to these Tier 2 and 3 supports, and will continue to demonstrate highly disruptive, unsafe, or otherwise concerning behaviors.

In these cases, SST teams are encouraged to consider an assessment. If a student is at a level that they require an individualized behavior plan we should be formally assessing that area of need.

A behavior intervention plan identifies the target behavior as well as an appropriate replacement behavior, and outlines the approach the team will take to teach and reinforce the replacement behavior, as well as norm on a plan to respond when the problem behavior occurs. Behavior intervention plans are most effective when they are based on an identified function of the problem behavior. There are several resources in the "Resources" section of this playbook to help with intervention ideas prior to needing a full Functional Behavior Assessment (FBA) to develop a BIP, but should a FBA be deemed necessary, the following will take place through the FBA process.

1. Identify the behavior the plan will be targeting.
2. Establish the baseline (i.e. how frequently the problem behavior occurs).
3. Hypothesize a function of the behavior (i.e. what need is currently being met for the student? What is the student trying to obtain or avoid with the behavior?)
4. Identify a replacement behavior (i.e. how can the student meet that same need with an alternative, acceptable behavior?)
5. Develop a SMART goal and a progress monitoring plan.
6. Identify the environmental changes that will need to be made in order for the student to use the replacement behavior.
7. Create a plan to teach the student the new replacement behavior.
8. Identify the strategies that will be used to positively reinforce the student for using the replacement behavior.
9. Align on how the team will respond if and when the problem behavior occurs again.

Note: School teams must get parental consent in order to collect behavioral data when developing a behavior intervention plan. The parent consent form can be found in the "Resources" section of the playbook.

The school site Mental Health Provider are available to support SST teams with the development of behavior intervention plans.

Section 10: Resources

Google Sites:
- [MTSS](#)
- [Social-Emotional and Behavior](#)

Student Huddle and SST Paperwork:
- [Pre-Referral and 504 Dashboard](#) (template)
- [Huddle and SST Notes](#) (template)

School SST Tracking Resources:
- [School MTSS Dashboard](#) (template)

Pre-Referral Graphics:
- [RSP Pre-Referral Graphics (ppt format)](#)

Resources to Support Teams in Generating Interventions:
- [Tier 2/3 Academic Intervention Toolbox](#)
- [ELL Interventions Website](#)
- [Tier 1 Speech and Language Strategies](#)

Behavior Intervention Planning Resources:
- [Functions of Behavior Worksheet](#) (template)
- [Internal Working Model](#) (template)
- [BIM](#) (template)
- [Tier 3 Behavior Intervention Protocol](#)
- [Notice of Intent to Collect Data](#) (parent permission form)
- [Progress Monitoring for Behavior Interventions](#)
- [Writing Function-Based Behavior Intervention Plans](#) (PD designed for school leaders)

Statewide Testing Accessibility Guidelines:
- [TNReady Accessibility Guidelines](#)
- [SBAC Resources Guide](#) (for CA and WI – see page 5 for accessibility guidelines

)   2853527   )

ARTICLES OF INCORPORATION
OF
ROCKETSHIP EDUCATION
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, 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) by 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.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

John Danner
550 Kingsley Avenue
Palo Alto, CA 94301

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

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 distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 2/6/05
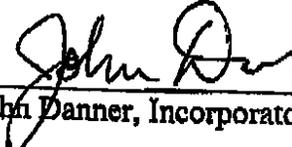
_____
John Danner, Incorporator

FOURTH AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION

DBA ROCKETSHIP PUBLIC SCHOOLS

(A California Nonprofit Public Benefit Corporation)

Article I
NAME

Section 1. NAME. The name of this corporation is Rocketship Education (the "Corporation") doing business as Rocketship 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 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Corporation's Board of Directors (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 one or more 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 Public Benefit Corporation Law, Cal Corp. Code Section 5110 (2001) (the "CNPBCL") 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. 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 nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Article VI
CORPORATIONS WITHOUT MEMBERS

Section 1.   CORPORATIONS WITHOUT MEMBERS.   The Corporation shall have no members within the meaning of the CNPBCL.

Article VII
BOARD OF DIRECTORS

Section 1.   GENERAL POWERS.   Subject to the provisions and limitations of the CNPBCL 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. The Board of Directors may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2.   SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section 1 of these bylaws, 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; and designate a place in California for holding any meeting of the Board of Directors.

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; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The authorized number of directors of the Corporation shall be no fewer than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. The exact authorized number of directors shall be fixed, within the limits set forth in these bylaws, by the Board of Directors. All directors shall be designated and elected by the existing Board of Directors. All directors are to be designated and elected at a meeting of the Board of Directors.

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 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; 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 of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for a term of two (2) years and until a successor director has been designated and qualified, unless such director is otherwise removed from office in accordance with these bylaws.

Section 6. NOMINATIONS BY COMMITTEE. The Board of Directors may, as it deems appropriate, create a Nominating Committee to assist the Board of Directors in the recruitment, review and nomination of potential new Directors, and to designate qualified candidates for election by the Board of Directors. The Nominating Committee shall be made up of at least two members of the Executive Committee and any additional Directors as the Board of Directors deems appropriate. The Nominating Committee shall work with the Chief Executive Officer and his/her staff to develop criteria for board membership, identify potential candidates for outreach efforts, and develop a recruiting plan for potential candidates. The Nominating Committee shall make a formal recommendation to the full Board of Directors to elect a potential candidate, and the full Board of Directors shall vote on such appointment.

Section 7.   USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee for director without the authorization of the Board of Directors.

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 Chapter 2, Article 3 of the CNPBCL; (c) the increase of the authorized number of directors; or (d) the failure of the Board of Directors, at any meeting of the Board of Directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9.   RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. 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 elect 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 elected director or directors.

Section 11.   REMOVAL OF DIRECTORS. Any director 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 of the removal questions 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) (as amended, the "Brown Act").[1] Any vacancy caused by the removal of a director shall be filled as provided in Section 11 of this Article VII.

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 unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with CNPBCL Section 5211, or (c) a sole remaining director.

Section 13.   NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires unless the reduction also explicitly provides for the removal of that specified director in accordance with these bylaws and the CNPBCL.

---

[1] Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by the Corporation reside. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Corporation and its Board shall comply with Education Code Section 47604.1.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the applicable provisions of the Brown Act and the Tennessee Open Meetings Law. All approved Board meeting minutes shall be posted on the Corporation's website.

The Board of Directors shall meet no less than 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 may be specified by resolution of the Board of Directors.

Section 16. 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. The agenda shall also be posted on the Corporation's Internet Web site.

Section 17. 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 or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Chief Executive Officer 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 18. 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) hour notice of the special meeting. The Board of Directors shall also adhere to any additional notice requirements pursuant to California open meeting laws applicable to the Corporation.

Section 19. 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 based upon the presence of a quorum. Should there be fewer than a majority of the directors present at 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 20. TELECONFERENCE MEETINGS. 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 directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils in those charter schools managed by the Corporation reside;

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 director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

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.   Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21.   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. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule 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 any applicable public open meeting law.

Section 22.   COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, and may only 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.

Section 23.   CREATION OF POWERS OF COMMITTEES. The Board of Directors, 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, 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 CNPBCL, also requires approval of a majority of all directors then in office;

b.   Fill vacancies on the Board of Directors or any committee of the Board;

c.   Amend or repeal these bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

g. 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.

Section 24. 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 not inconsistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its 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.

Section 27. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation shall comply with Government Code Section 1090 and the Political Reform Act (Govt. Code § 8100 *et seq*.)

Article VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chairperson of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The Corporation, at the Board's direction, may also appoint one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. 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.

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 either the Chief Executive Officer or the Chairman of the Board.

Section 3.   ELECTION OF OFFICERS. The Board of Directors shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4.   APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, 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 period, and perform the duties specified in the bylaws or established by the Board.

Section 5.   REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6.   RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board of Directors. 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 7.   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.

Section 8.   CHAIRMAN OF THE BOARD. The Chairman of the Board 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 there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the Corporation set forth in these bylaws.

Section 9.   CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board of Directors, and subject to Chief Executive Officer's contract of employment, 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.

The Chief Executive 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

Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board of Directors. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) 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; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board of Directors, when requested, an account of all transactions and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10.   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, the minutes of all meetings, proceedings, and actions of the Board of Directors, 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; the names of the directors 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 the Board of Directors, 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 the bylaws may require.

Section 11.   TREASURER. The Treasurer's duties shall include overseeing or causing to be completed (a) audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12.   PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board of Directors, or, if not ranked, a President or Vice-President designated by the Board of Directors, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice- Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Article IX
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 (or 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). Pursuant to Education

Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

Article X
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 Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

Article XI
LOANS TO DIRECTORS AND OFFICERS

Section 1.   LOANS TO DIRECTORS AND OFFICERS. This 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 XII
INDEMNIFICATION

Section 1.   INDEMNIFICATION.   To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in CNPBCL 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 CNPBCL.

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

Article XIII
INSURANCE

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

Article XIV
MAINTENANCE OF CORPORATE RECORDS

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

a.　　Adequate and correct books and records of account;

b.　　Written minutes of the proceedings of the Board of Directors and committees of the Board of Directors; and

c.　　Such reports and records as required by law.

Article XV
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. 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. 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.

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. This 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. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

Article XVI
REQUIRED REPORTS

Section 1.   ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) 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, of 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. The Corporation shall comply with Corporations Code section 6322.

Article XVII
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(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these bylaws inconsistent with that/those Charter(s), the Corporation's articles of incorporation, or any laws.

The Charter School shall provide written notice to the Santa Clara County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Corporation's Board. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Corporation's governance structure or Charter(s), the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should the Corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the Santa Clara County Office of Education within three (3) business days of the adoption of such revision(s).

Article XVIII
FISCAL YEAR

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

CERTIFICATE OF BOARD PRESIDENT

I certify that I am the duly elected and acting President of the Board of Directors of Rocketship Education, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on June 11, 2020; and that these bylaws have not been amended or modified since that date.

6/12/2020

_____
Date

_____
Louis Jordan
6C082B2EF21D4F6...

President

CONFLICT OF INTEREST CODE FOR
ROCKETSHIP EDUCATION

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Appendices, designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of **Rocketship Education.**

Individuals holding designated positions shall file their statements of economic interest with **Rocketship Education,** which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Rocketship Education.**

CONFLICT OF INTEREST CODE FOR
ROCKETSHIP EDUCATION

APPENDIX A
DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category
Board Members	1, 4
Chief Executive Officer	1, 2
Chief Business Officer	1, 2
Chief Program Officer	1, 2
Chief Growth & Community Engagement Officer	1, 2
Vice President of Schools	1, 2
Vice President, Facilities and Treasury	1, 2
Vice President, Strategy and Scalability	1, 2
Vice President, Human Resources	3
Vice President, of Personalized Learning and Achievement	3
Controller	2
Senior Director, Operations	3
Senior Director, Integrated Special Education	3
Legal Counsel	1, 2
School Principal	3
Consultants/New Positions	*

* The Chief Executive Officer may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)

-2-

APPENDIX B

DISCLOSURE CATEGORIES

Category l. Designated positions assigned co this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by Rocketship Education.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department. For the purposes of this category, a principal's department is his or her entire school.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

-3-

This is the last page of the conflict of interest code of the **Rocketship Education**.

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Rocketship Education** was approved on _3/23/_2017. This code will become effective on _4/22/_ 2017.

Brian G. Lau

Senior Commission Counsel

Fair Political Practices Commission

Rocketship Public Schools National Board of Directors

Louis Jordan, Chair
Co-owner, Tympany Vineyards

Louis Jordan retired from the Starbucks Coffee Company in early 2013 where he held the position of SVP, Corporate Finance since 2009. At Starbucks, Louis was responsible for a number of Finance functions, including: Marketing, Category and Global Pricing, Real Estate and Store Development, Global Supply Chain, Digital Ventures, Global Planning and Reporting and Treasury and Risk Management. Prior to joining Starbucks, Louis spent six years at Nike where he served as Chief Financial Officer of Nike Inc.'s Global Retail and Digital Commerce operations, and had finance responsibility for Nike-owned retail first quality stores, factory stores and digital commerce activities worldwide. Before Nike, Louis held finance management positions at a number of Fortune 500 companies including Gap, Citibank, DuPont, Dun & Bradstreet and Duracell. Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University.

Deborah McGriff
Managing Partner, NewSchools Venture Fund

Deborah has been committed to transforming the lives of underserved urban school students for more than four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She serves on the executive committee of the National Alliance for Public Charter Schools, Policy Innovators in Education Network, and is a founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory board of the Games and Learning Publishing Council, Hechinger Report, Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government and is a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

Alex Terman
Senior Director of Finance and Operations, Valhalla Charitable Foundation

Alex Terman is the Senior Director of Finance and Operations at Valhalla Charitable Foundation. Prior to this he was an independent education consultant, focusing on strategy, finance, and operations for K-12 schools, education technology companies, and related organizations. Prior to starting his consulting practice, Alex served as a Partner at the Learning Accelerator, a non-profit organization that supports the implementation of high-quality blended learning. Alex was the co-founder and CEO of Digital Parent, an online service providing e-learning resources and advice for parents of young children, and served as the Chief Business Officer for the Stupski Foundation, an operating foundation focused on transforming urban school districts. He was also the founding Chief Operating Officer at Leadership Public Schools, a charter management organization serving low-income communities in the Bay Area. In addition to his involvement in education, Alex has worked at America Online and Bain & Company. He has an MBA from Stanford, a BA in History from UC Berkeley, and completed the Broad Residency, a two-year program that prepares participants for leadership roles in public education.

Jolene Sloter
Board Member, Teach for America DC Region

After receiving her MBA, Joey worked for Corning Glass Works in strategic planning. She later transitioned to the Federal Government where she gained valuable policy experience working for an independent commission charged with making recommendations to Congress about Medicare. Joey and her husband Stanley established the Stanley and Jolene Sloter Family Foundation to focus their philanthropy on education, and specifically the need for better education opportunities in underserved communities. She is applying her policy experience to analyzing this issue, and identifying concepts and organizations that improve the quality of education in low income communities in DC. Joey is a member of the TFA DC Region's Stewardship Committee, Gala Executive Committee, and co-chaired the annual gala three times. For Rocketship Public Schools, she coordinated the groundbreaking for Rocketship's first school in DC, which opened in August 2016, and has been greatly instrumental to Rocketship in building our local board and finding new sources of funding. Joey has a Bachelor of Arts from Lycoming College and a Masters of Business Administration from University of Pittsburgh.

Sloter is the Board Chair of Rocketship DC.

Greg Stanger
General Partner, ICONIQ Capital

Greg Stanger brings a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.

Raymond Raven
CEO, Orthopaedic Surgery Specialists

Ray Raven, born and raised in East Side San Jose, brings a valuable perspective to the Rocketship Board having been educated within the public school district where Rocketship was founded. After successfully navigating his way through the system, Ray earned an undergraduate degree in Molecular Biology & Biochemistry from the University of California, Irvine and a Medical Degree from the University of California, San Francisco. After completing an Orthopaedic Surgery residency at the University of California, San Francisco, Ray received advanced fellowship training in Hand & Upper Extremity Surgery at NYC, Texas and Barcelona, Spain. Ray now serves as managing partner and CEO of Orthopaedic Surgery Specialists, one of the largest private practice orthopaedic medical groups in Los Angeles County. Ray holds several medical device patents and provides consulting services for healthcare companies. During his career as a surgeon, Ray earned an MBA from the Paul Merage School of Business at the University of California, Irvine. Ray enjoys hiking and travel and spends a lot of his free time with his German shepherd dog, Apollo.

Ralph A. Weber
Founding Member, Gass Weber Mullins LLC

Ralph A. Weber is one of the five founding members of Gass Weber Mullins, a national trial litigation law firm recognized by the National Law Journal on its national "Hot List" of boutique firms. Mr. Weber has been active as an educator and community supporter. He teaches Trial Advocacy at Marquette University Law School and created a jury research and courtroom facility, the Trial Science Institute. Mr. Weber is also a member of the Northwestern Mutual Board of Trustees and he has founded and worked with several educational, charitable and nonprofit groups, including the Board of Pius XI High School, the Marquette University National Alumni

Board, the Board of the Wisconsin Conservatory of Music, the Marquette University College of Arts & Sciences Alumni Board, and the FC Milwaukee Soccer Club. Mr. Weber clerked for a federal judge after graduating from Columbia Law School (where he served as an editor on the Columbia Law Review) and from Marquette University (B.A., Summa Cum Laude, Phi Beta Kappa).

Weber is Board Chair of Rocketship Wisconsin.

June Nwabara
Regional Director, Dollar General

June is currently the Regional Director of Dollar General. June is results oriented and consistently establishes connections with others facilitating attainment of exceeding goals in a highly productive and professional work environment. She does volunteerism with numerous organizations throughout TN including but not limited to Hands on Nashville, National Civil Rights Museum, and Habitat for Humanity.

Before Dollar General, June was a nine year partner at Starbucks Coffee Company and served as the Regional Director of Operations. She led store operations within TN overseeing 92 stores. She managed a team of district managers to create and maintain the Starbucks Experience for partners and customers.

Prior to joining Starbucks, June spent thirteen years with Darden Restaurants and held numerous positions including General Manager, Divisional Training Manager and Director of Operations. She restored profitability and success to several restaurants and reduced turnover through improved consistency of caring and fairness principles in personnel practices. As GM, she was one of fourteen chosen to sit on the President's Council. June holds a Bachelor of Arts degree in Journalism from Michigan State University. She currently serves on the Executive Board of Directors with Hands on Nashville . In her spare time, she enjoys spending time with her family , friends, and chocolate lab named Lucky, traveling, food and wine pairing while exploring breathtaking locations.

Charmaine Detweiler
Director of the United Way Bay Area and co-chair of the Women's Leadership Council for Renaissance Entrepreneurship Center

Charmaine Detweiler is currently a Director of the United Way Bay Area and co-chair of the Women's Leadership Council for Renaissance Entrepreneurship Center. She brings with her over 35 years of financial management experience. Prior to her current role, Charmaine was most recently Executive Vice President and Chief Financial Officer for New Resource Bank, an innovative community bank servicing the sustainable and green business community, retiring from this position in 2013. Before this, Charmaine served in senior financial

management roles at OneCalifornia Bank, Orrick Herrington & Sutcliffe, LLP and Citigroup. Charmaine holds a bachelor's degree with distinction in Economics from Smith College and an MBA from the University of Chicago Booth School of Business.

Jean-Claude Brizard
Senior Advisor and Deputy Director , Bill & Melinda Gates Foundation

Jean-Claude is a Senior Advisor and Deputy Director at the Bill & Melinda Gates Foundation. Jean-Claude is the former Chief Executive of Chicago Public Schools, and prior to his appointment in Chicago, he was Superintendent of Schools for the Rochester, NY School District. Under Jean-Claude's leadership, both the Chicago Public Schools and the Rochester City School District saw substantial improvements in student performance. Jean-Claude's experience also includes a 21-year career as an educator and administrator with the NYC Department of Education. There, he was a Regional Superintendent, supervising more than 100 schools in the Borough of Brooklyn, and he also served as the system's Executive Director for secondary schools. Jean-Claude is a Fellow of the Broad Center, a Fellow of the third class of the Pahara-Aspen Institute Education Fellowship, and a member of the Aspen Global Leadership Network. A commercial pilot and a native of Haiti, Jean-Claude credits his parents—both of whom were educators—with inspiring him to pursue a career in education. He is married to Dr. K. Brooke Stafford-Brizard and is the proud father of four beautiful children.

Julia Stigletz
Partner, GSV AcceleraTE

Julia is currently a Partner at GSV AcceleraTE, a venture capital firm investing in early stage companies in the education and talent technology sector. She previously was one of the first leadership hires at Coursera, joining the company one month after the company launched as their 12th employee. Her most recent role at Coursera was Vice President of Enterprise, where she found and led Coursera's enterprise business. Her team also pioneered Coursera's Industry Content Partnerships (including Google, IBM and Cisco), and started the Coursera for Refugee program, which to date has reached over ten thousand refugees. Before Coursera she managed the Google Apps for Education team. Julia started out as a fourth grade teacher in East San Jose through Teach For America (Bay Area finalist for the Sue Lehmann award for teaching excellence) and went on to lead professional development for TFA in the Bay Area. Julia holds a BA from Pomona College, an MBA from Stanford Graduate School of Business, and an MA in

education from Stanford University. Julia sits on the boards of Fairygodboss, Team4Tech and Rocketship Public Schools, and is member of McKinsey's Consortium on the Advancement of Adult Learning and Development (CAALD)

Michael Fox
CEO, Goodwill Industries Silicon Valley

Michael Fox is CEO Goodwill Industries Silicon Valley. As the newly appointed CEO of Goodwill Silicon Valley Mr. Fox led a team that took the organization from a loss from operations of 1.7 million dollars to a gain of 1.1 million dollars in one year. Previously, Mr. Fox spent almost 20 years at M.E. Fox & Company, one of the Bay Area's leading wholesale beverage distributors, including over six years as president. Mr. Fox is past Chairman of the Silicon Valley San Jose Chamber of Commerce; San Jose Chamber PAC, San Jose Mineta Airport Expansion Initiative, and West Valley Mission College bond measure. He has held numerous campaign and political positions including finance chair Jim Cunneen for Congress, finance chair Dolores Carr for District Attorney, finance chair Able Maldonado for State Senate, and Mayor Ron Gonzales's kitchen cabinet. Mr. Fox was co-founder and chair Baseball San Jose, and currently serves as finance chair for Team San Jose. Mr. Fox received his B.A. at the University of San Diego and a Trans Global MBA at St. Mary's College.

Daniel Velasco
Chief Growth and Impact Officer, Latinos for Education

Dr. Daniel Velasco is Chief Growth and Impact Officer at Latinos for Education, where he brings 13 years of experience in education, entrepreneurship, fundraising, and strategy. He joined as VP of Strategy and Programs in 2017 after five years at Johns Hopkins University's School of Education. Before that, he taught with Teach For America and consulted on issues including evaluation policy, teacher retention, and adult learning and development. He sits on the boards of Rocketship Public Schools and the National Center for Teacher Residencies. Dr. Velasco was honored in 2016 by New York Mayor Bill de Blasio in recognition for national service. Dr. Velasco is program faculty at Harvard's School Turnaround Leadership program since 2013. Originally from Peru, he was raised in Venezuela and came to the U.S. as a child. He earned a BA with Honors in Political Science from the University of Central Florida and is a graduate of the ICN Business School in France. He holds master's degrees in Education Policy and Management from Harvard and International Development and Social Change from Clark University. He earned multiple executive certifications including Strategic Planning and Scaling for

Impact from Harvard Business School. He earned a doctorate in Educational Leadership and Entrepreneurship from Johns Hopkins University with an emphasis on Human Capital Development.

Mai Huong Ho-Tran
Lead PT, Kaiser Permanente North California Region

Mai Huong Ho-Tran is a parent of two Rocketeers from Rocketship Spark Academy. She is very active in her school community, including contributing her language skills to translations, as she is fluent in English, Vietnamese, and Spanish. She is a practicing physical therapist with over 16 years of experience, and is currently the Lead PT for Kaiser Permanente's Northern California region in chronic pain. She received her Master's in Physical Therapy from Chapman University and her transitional DPT from UCSF/SFSU's Graduate Program in Physical Therapy. She currently serves as clinical faculty for UCSF/SFSU and has guest lectured and taught continuing education courses for Kaiser Permanente locally and regionally, with the American Association of Pain Psychology and multiple community venues for the City of San Jose. Her experience also delves deeply into mindfulness, yoga therapy, Tai Chi, somatic movement retraining and spiritual direction. She is a mother, fisherman, yogi, runner, agent of change and life-long learner.

Yolanda Bernal Samano
Property Manager

Yolanda is a proud member of the Rocketship Fuerza Community Prep. Her oldest son attends the first grade. Since joining Fuerza she has been an avid participant in getting other parents involved by strengthening their voice around the achievement gap and access to quality education. She was part of the Fuerza reauthorization team, an active member of the Innovates Parent leader group as well as the Santa Clara County Parent Coalition. She currently works with the federal government managing their federal properties. She has worked for General Services Administration since 2004.

She attended San Jose State University for her undergraduate degree and graduate degree. She holds a BS on Sociology concentration in Criminology, with minors in Spanish and Mexican-American Studies. Furthering her education with a Master in Counselor Education writing a thesis on how undocumented students could search for resources in their community to fund their higher educational goals. Her passions include speaking to first-generation College students and demystifying college.

Born and raised in San Jose, Yolanda and her husband, Fernando, have two sons. Their weekends are filled with sports and outdoor activities like baseball, basketball and flag football and soccer.

Peter Philpott,
Vice President, Robert W Baird and Co.

Peter Philpott is a Vice President at Robert W Baird and Co. a 6,000 employee-owned wealth management, capital markets, asset management, and private equity firm. He is the past chairman of Cook Childrens Health Care System and Foundation boards. He also serves as chairman of the board of ACH Child and Family Services and was past board chair and capital campaign chair for the Union Gospel Mission, a homeless shelter.

He earned his BBA degree from the University of Texas at Arlington and his MBA from Chicago Booth.

Rocketship Public Schools Senior Leadership Team

Preston Smith
Co-Founder and CEO

Preston Smith co-founded Rocketship in 2006. He has held numerous roles at Rocketship, including teacher, principal, Director of Schools, and Chief Achievement Officer. He has led Rocketship's professional development, leadership development, integrated special education, and student and teacher recruitment. In 2013, he was named CEO. Prior to Rocketship, Preston was founder and Principal of L.U.C.H.A. Elementary School, part of the Alum Rock Unified School District in San Jose, CA. After its first three years of operation, L.U.C.H.A. was the fourth highest performing low-income elementary school in California. Preston began his career in education as a Teach for America Corps (TFA) member at Clyde Arbuckle Elementary School (CA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann award, given to TFA corps members with the highest classroom academic gains in the nation. Preston is also an Aspen New Schools Fellow.

Preston is a proud Rocketeer parent of Zeke and Phoenix who attend Rocketship Fuerza Community Prep. He earned his Master in Educational Leadership from San Jose State University and graduated from University of North Carolina at Chapel Hill with a degree in Latin American Studies, Phi Beta Kappa.
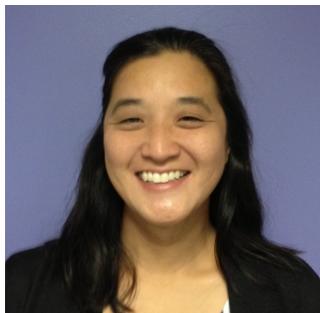
Lynn Liao
Chief Talent and Strategy Officer

Lynn Liao, Chief Talent and Strategy Officer, is responsible for the teams that develop and implement programs to recruit, develop and retain staff. In addition, Lynn leads teams that analyze data in order to improve our schools and that support organizational strategy and cross-functional projects.

Lynn joins Rocketship from The Broad Center for the Management of School Systems where she co-founded and led the growth of The Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. Under her leadership, the program graduated over 200 Residents, 90% who remain in K-12 education. She most recently served as managing director of network services. The goal of network services is to strengthen and leverage the power of the Broad Center's network of participants and graduates through career services and connecting network members to facilitate knowledge sharing and advance reforms.

Prior to joining The Broad Center, Lynn served as a director at The Broad Foundation and was responsible for the Foundation's portfolio of investments in district and national principal leadership programs. She also served as the Foundation's liaison with districts including New York City, San Diego and Philadelphia supporting their work on district redesign and restructuring.

Lynn earned her BA in Political Economy from the University of California, Berkeley and her Master in Education & Master in Business from Stanford University.

Keysha Bailey
Chief Financial Officer

Keysha Bailey is Rocketship's Chief Financial Officer with leadership responsibility for Finance, Legal and Facilities activities. Keysha was born and raised in the metro New York City area. She earned her BA in Economics from Princeton University and an MBA in Finance from the Wharton School, University of Pennsylvania. As a first generation college grad, Keysha's parents passionately fought for her right to an excellent education. Like many Rocketeer families, her parents understood that educational equity was the key to unlocking lifelong potential. Keysha is committed to expanding the same opportunities her parents provided her, to the next generation.

Keysha's background includes two decades of diverse finance and strategic operational experience. She began her career in investment banking with J.P. Morgan in New York where she advised on capital structure and raised over $10bn in the public debt markets for real estate, energy, and diversified corporate clients. She followed as Principal of a Colorado based construction enterprise, with a focus on resort based development. Upon moving to San Francisco 10 years ago, she led the strategy for over $2bn in commercial real estate investments including operations, development and joint ventures with Prudential Real Estate Investors. Most recently she has acted as a consultant, focused on advising corporations and not for profit organizations on strategic finance and real estate matters. Additionally, Keysha serves as a Board Member for Envision Education, a charter network with four Bay Area schools. She is also active in the San Francisco community as a member of the Transbay Center Redevelopment citizens advisory committee and as a leader in SF Little League baseball.

She and her husband Joseph are parents of two incredibly energetic boys. A former rugby player and aspiring musician, she loves sports, a good competitive game and playing guitar or bass with her oldest son.

Cheye Calvo
Chief Growth and Community Engagement Officer

Cheye leads Rocketship's growth and community engagement team that partners with communities, stakeholders, parents, and families to grow and support Rocketship's network of highly successful public elementary charter schools. Cheye joined Rocketship after seven years with The SEED Foundation where, as chief expansion officer, he worked with communities across the country to explore innovative educational options for underserved students and opened and sustained urban, public college-preparatory boarding schools. Prior to SEED, Cheye worked for multiple state associations, most notably the National Conference of State Legislatures (NCSL), where he served as a policy expert and directed federal affairs on a diverse array of issues impacting states and communities. Early in his career, Cheye worked for the County Council in his native Prince George's County, Maryland. From 2004 to 2015, Cheye served as the six-time elected mayor of the town of Berwyn Heights, Maryland, just outside of Washington, D.C. In addition to successfully guiding the diverse, vibrant community through tough times, Cheye has been a strong advocate for law enforcement accountability, successfully advancing reform at the state and county levels.

Cheye enjoys hiking, biking, and travel, loves dogs (especially Labrador Retrievers), and has a passion for Italian Renaissance art. He earned his M.A. in History from the University of Wyoming.

Carolyn Davies Lynch
Chief Operating Officer

As Chief Operating Officer of Rocketship Public Schools, Carolyn Davies Lynch leads teams focused on topics including information technology, compliance, school operations, facilities maintenance, nutrition programs, and procurement. Carolyn joined Rocketship in 2011, and prior to her role as COO, she founded Rocketship's Strategy & Scalability team, working to define organizational strategy, build scalable systems supporting growth, and lead development efforts. She came to Rocketship from The Boston Consulting Group, where she led strategic work for organizations ranging from school districts to public health foundations to multinational corporations. Carolyn is a Pahara-Aspen Fellow, and holds an MBA and a Masters of Education from Stanford, and a BA in Applied Math and Economics from Harvard. Her family drives her passion for the idea that all students should have access to a high-quality education; her mother comes from a long line of educators, and her father was first in his family to attend college. Carolyn lives in San Carlos, California, with her husband Jack and their four rambunctious children: Skye, Sojourner, and twins Hawking and Maverick.

Chris Murphy
Chief Communications Officer

Chris leads Marketing and Communications across the Rocketship network. He spent the first decade of his career as a strategic planner for the world's top creative advertising agencies (Fallon, Wieden + Kennedy, Ogilvy) building marketing strategies for blue-chip brands (Citibank), national non-profits (PBS), and global foundations (The Bill & Melinda Gates Foundation). His work was recognized with five EFFIEs – the industry's top honor for marketing effectiveness. While working on a voter advocacy campaign for the Gates Foundation, Chris caught the global health bug. He left the advertising world, moved to Kenya, and built a strategic communications capacity for Sub-Saharan Africa's largest HIV control program. In 2010, he moved to the Bay Area but kept one foot in East Africa as he headed up marketing and development for the pioneering social enterprise Living Goods. Chris went on to lead marketing at Common Sense Media, where he spearheaded a national campaign with Univision to help close the broadband internet access gap and directed a $30M national PSA campaign.

Born and raised in Green Bay, Wisconsin, Chris is still a season ticket holder to the Green Bay Packers. He is a lifelong skier, average mountain biker and loves hut-hiking around the world. He and his wife Marisa are exhausted/exhilarated parents of twins.

Chris earned his B.S. in Marketing and Cultural Studies from the University of Minnesota and attended graduate school at The Newhouse School of Public Communications at Syracuse University.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocketship Discovery Prep

CDS Code: 43104390123281

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Chaka Hajji, 408-217-8951, chajji@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $472,757 , 7%

All local funds, $48,917 , 1%

All other state funds, $986,832 , 16%

Total LCFF funds, $4,763,771 , 76%

All Other LCFF funds, $4,029,922 , 64%

LCFF supplemental & concentration grants , $733,849 , 12%
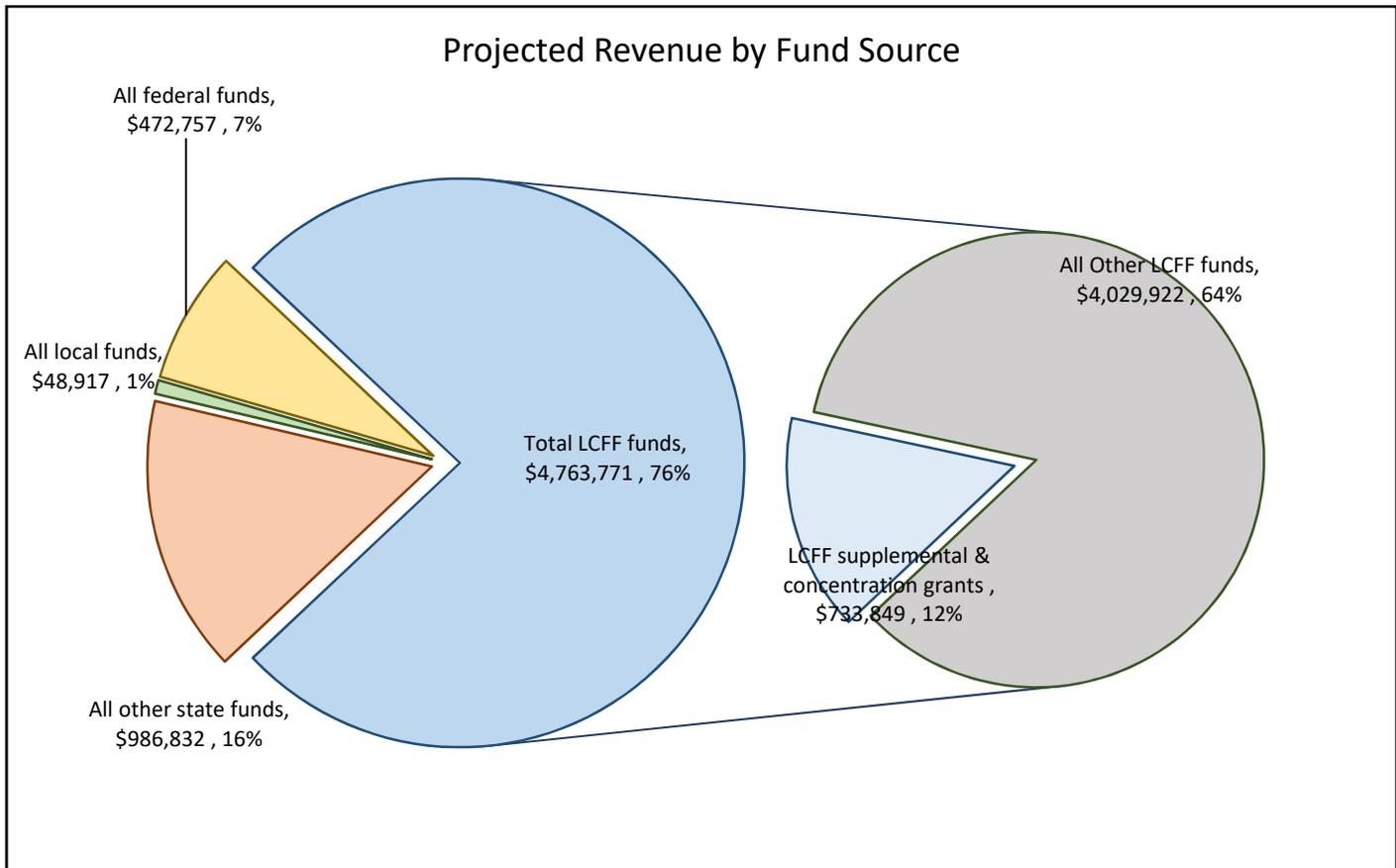
This chart shows the total general purpose revenue Rocketship Discovery Prep expects to receive in the coming year from all sources.

The total revenue projected for Rocketship Discovery Prep is $6,272,277.00, of which $4,763,771.00 is Local Control Funding Formula (LCFF), $986,832.00 is other state funds, $48,917.00 is local funds, and $472,757.00 is federal funds. Of the $4,763,771.00 in LCFF Funds, $733,849.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

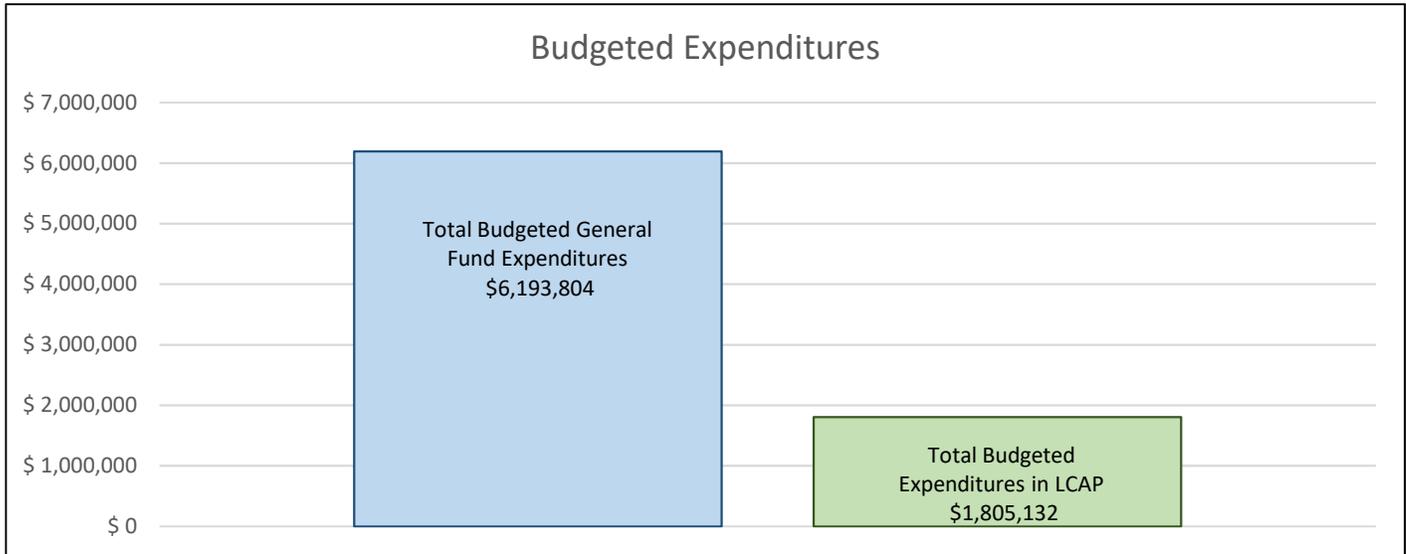The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$6,193,804

Total Budgeted Expenditures in LCAP
$1,805,132

This chart provides a quick summary of how much Rocketship Discovery Prep plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocketship Discovery Prep plans to spend $6,193,804.00 for the 2019-20 school year. Of that amount, $1,805,132.00 is tied to actions/services in the LCAP and $4,388,672.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facility lease, general operating services, administrative costs, food service, base compensation (teacher and school leader), and management / authorizer fees

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Rocketship Discovery Prep is projecting it will receive $733,849.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Discovery Prep must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Rocketship Discovery Prep plans to spend $1,233,206.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$998,896
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$1,011,358

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000
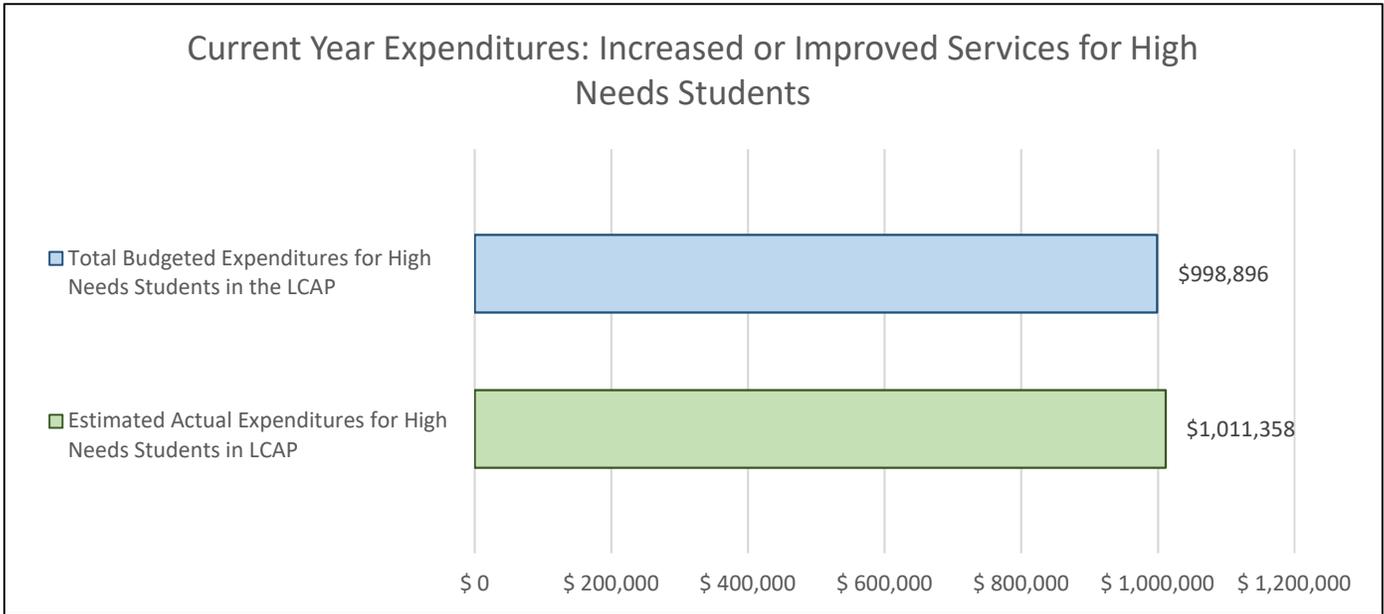
This chart compares what Rocketship Discovery Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Discovery Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Rocketship Discovery Prep's LCAP budgeted $998,896.00 for planned actions to increase or improve services for high needs students. Rocketship Discovery Prep estimates that it will actually spend $1,011,358.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
Rocketship Discovery Prep	Chaka Hajji, Principal	chajji@rsed.org (408) 217-8951

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Rocketship Discovery Prep opened in August 2011, the fifth Rocketship campus to open in San Jose. The campus serves TK-5 students. Approximately 82% of the students are socioeconomically disadvantaged, 52% are English learners, 80% are Hispanic/Latinx and 12% are Asian. The school was renewed for a five-year term during the 2015-16 school year. The principal, Chaka Hajji, will continue to lead the school in 2019-20.

Rocketship Discovery Prep operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Discovery Prep's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Discovery Prep also operates under the principles that excellent teachers and leaders create transformational schools and engaged parents are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and

leaders have a profound impact on students and communities and Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence— and develop a fifth core value as a community. At RDP this fifth core value is creative expression. The RDP community believes that teaching students creative forms of expressing themselves can have a profound impact on students' social, emotional and academic development. As a result, the campus places emphasis on early exposure to visual art, musical foundations, and basic dance movements to help shape children's values, perspectives, and understandings of themselves and the diversity of varied expression in the world around them.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

We are excited about the growth of our reading program, Los Dichos, that provides the opportunity for parents to come read a story to a classroom and engage students in a hands-on activity. It occurs 6 times per year and we doubled parent participation from an average of 30 parents to about 65 this year.

We are also excited about the effectiveness of our Learning Lab pilot this year where we incorporated an advisory model. This model has given students the opportunity to learn how to talk through their feelings and develop critical relational and problem-solving skills. This process has surfaced greater understanding of our students' needs in the social emotional area. We are looking forward to continue to refine this model next year.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

We are proud of our increased Math achievement on the 2018 CAASPP assessment, achieving a level green (4). We attribute this to the progress we have made in prioritizing small group instruction using 90-minute math blocks focusing on number stories that allow students to discuss, debate, and develop multiple solutions to rigorous problems. We have been able retain our Math teachers and increase the collaboration between the Math and STEM teachers through the focus on number stories.

We reduced our suspension rate, achieving a level green (4) with the practices of our Positive

Behavior Intervention and Supports (PBIS) Committee including improved data collection and response to the data. We have started implementing community meetings and restorative justice circles to respond to issues and make decisions.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest need at Rocketship Discovery Prep is ELA performance, which is at the orange (2) level. We have prioritized reading on grade level and using quality formative and summative assessment data to drive instruction. We began a partnership with Lavinia to elevate student comprehension of grade level material and also their ability to apply through discussion, debate, and writing. We have pushed rigor in the building and driven leader, teacher, and student growth. We are excited to continue with year two of the Lavinia work with plans to incorporate more lower grade students in the guided reading practices, as well as invest our parents in the reading data and the student goals and achievement

Another need is to reduce our Chronic Absenteeism rate, which is at the orange (2) level overall, with 15.7%. Our office manager proactively communicates with parents of students at risk of chronic absenteeism. Our summer orientation will include a session on the importance of attendance using data and research that demonstrates how regular school attendance impacts students' long-term academic outcomes. We also plan to clarify our guidelines on when students should stay home from school due to illness.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

In Suspension rate, there is a gap between Asian students (orange) and Students with Disabilities (orange) and overall students (green). We are addressing this student need with implementation of Positive Behavior Intervention and Supports (PBIS) and use of the Kimochi curriculum in the lower grades and the "Ruler" approach in the upper grades. We also hired a half-time social worker to ensure our students get the support they need.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

School not identified for CSI

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
English Learner Progress Indicator Increase to 60%	2017-18 ELPAC scoring 3 or 4: 74% 2018-19 ELPAC scoring 3 or 4: Data not available yet
ELA Indicator	2017-18 SBAC ELA % Meeting or Exceeding Standard All Students — 45% Economically Disadvantaged — 43% English Learners — 28% Students with Disabilities — 0%
Math Indicator	2017-18 SBAC Math % Meeting or Exceeding Standard All Students — 57% Economically Disadvantaged — 54% English Learners — 39% Students with Disabilities — 0%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Common Core-aligned instruction & materials** A-1. The Rocketship Discovery Prep **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Discovery Prep operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Discovery Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the	Rocketship Discovery Prep used Core Curriculum budget to bolster math curriculum materials, socio-emotional Kimochi materials, and literacy resources. These benefit all students, including EL and those in Special Education because of the inclusion model run in our schools. Additionally, we continued aligning our science curriculum with NGSS and encompass the three Disciplinary Core Ideas of the NGSS: physical sciences, life sciences, and earth science. We also administered NGSS-aligned unit assessments. We integrated science instruction throughout various mediums so that skills that can be applied to subject matter at any time (i.e. recording observations, reading maps, using timelines). By teaching these core subjects in various modalities, we're helping all students, including special education and English Learners master the concepts via the method they respond to best. Social Studies is also integrated into humanities blocks. All students are exposed to social studies concepts, particularly by working to master non-fiction texts. This year we redesigned a portion of the Humanities blocks in order to strengthen students' reading comprehension. In consultation with the Lavinia Group, we implemented professional development and	Core Curriculum: $12,000 LCFF Base (4100) Books: $26,400 LCFF Base (4210)	Core Curriculum: $6,559 LCFF Base (4100) Books: $18,402 LCFF Base (4210)

different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.	instructional resources to design and implement a three-block Humanities program with the following structure: Block 1: Phonics TK-1 Close Reading for 2-5 Block 2: Thematic Unit Block 3: Guided Reading		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Personalized Learning** A-2. RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We will reflect on the use of the Learning Lab and modify to make better use of the space and	Personalized Learning is one area that is continually improving and evolving at RDP. As we continue to further integrate technology into the classroom, it is allowing our teachers more time to work in small groups. This benefits our ELs and students in Special Education that benefit the most from 1:1 and small group instruction. We also continued to refine our approach to OLPs this year, by adding Lexia and Lightsail in literacy and Reflex and Freckle in STEM. We also focused on better integration of online curriculum in the Humanities and STEM classrooms by training our teachers to have a deeper understanding of the programs and offering incentives and celebrations for students. We also piloted a Learning Lab program. The Learning Lab prioritized social emotional learning, technology skills, and incorporation of enrichment into one space so that students had a truly personalized experience based on their unique goals.	OLPs: $35,000 LCFF S+C (4411) Chromebooks: $22,167 LCFF S+C (4421) Learning Lab Materials: $5,000 LCFF S+C (4390) Leveled Libraries: $9,600 LCFF S+C (4115) Printing and Reproduction: $6,000 LCFF S+C (5822)	OLPs: $34,023 LCFF S+C (4411) Chromebooks: $14,999 LCFF S+C (4421) Learning Lab Materials: $4,233 LCFF S+C (4390) Leveled Libraries: $9,962 LCFF S+C (4115) Printing and Reproduction: $6,588 LCFF S+C (5822)

		RtI Curriculum: $1,800 Title I (4120)	RtI Curriculum: $9,460 Title I (4120)
time for our EL students. We are planning on integrating more targeted intervention, ELD, and as project based learning opportunities for our English Learners. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.		Tutors: $198,413 Title I (2101) Technology Consultants: $25,000 LCFF S+C (5807)	Tutors: $475,972 Title I (2101) Technology Consultants: $18,753 LCFF S+C (5807)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students with Disabilities Served **Special Education supports** A-3. Although RDP runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions.	Our ISE team supported our students in Special Education through each of the methods listed to the left. We also provided additional training for General Education and Special Education teachers in co-planning and co-teaching at the beginning of the year. We prioritized parts of the co-teaching block for literacy skills/guided reading. We enhanced the instructional leadership support for	Special Education Supports: $9.172 State Special Education funding IDEA (ISE 4360, ISE 4330, ISE 4340, ISE 4421)	Special Education Supports: $7,931 State Special Education funding IDEA (ISE 4360, ISE 4330, ISE 4340, ISE 4421)

| These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Discovery Prep operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.

RDP also runs a Specialized Inclusion Program (SIP) for our Special Education students who require more intensive support. SIP focuses on providing meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small caseloads, differentiated curriculum, and targeted professional development for special and general education staff. | inclusion specialists. We differentiated supports for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention. | Contracted Services: $22,037
State Special Education funding
(ISE 5802) | Contracted Services: $46,744
State Special Education funding
(ISE 5802) |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

English Learners Served **GLAD Training** A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.	We held ongoing PD sessions throughout the year to help Literacy teachers master ELD and GLAD strategies. We continued to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. All new teachers received GLAD training at the beginning of the year, with returning teachers getting a refresher course. GLAD strategies are imbedded in all of our instruction, including STEM, so that students are practicing English skills in all areas of the school day. In Spring of 2018, we partnered with GLAD to rewrite the curriculum for English Language Learners. In 18-19, we implemented this curriculum in order to provide greater accessibility to content for our English Language Learners and all students in Humanities and STEM. We also restructured our network-wide ELL training of teachers to offer two sessions to all teachers and greater differentiation for newer teachers in the Spring to support completion of the GLAD certificate. Our school engaged in one week of on-site coaching on the implementation of ELD strategies. GLAD supported the implementation of Integrated ELD throughout the school day and Designated ELD support in the Humanities block to serve English Language Learners specifically.	GLAD Training: $15,550 Title III (5804)	GLAD Training: $28,160 Title III (5804)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

EL, Low Income Students Served **Love of Reading Campaign** Rocketship Discovery Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	With Love of Reading Campaign successfully established in 17-18, we moved to focus on greater rigor in reading this year by encouraging students to select and engage with challenging texts.	Non-Instructional Materials: $5,000 LCFF S+C (5803)	Non-Instructional Materials: $5,877 LCFF S+C (5803)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each of the action items for this goal is embedded into our Rocketship model, giving these action items the support of school teams and the network support team to help guide high-level thinking, with support and ongoing professional development throughout the school year to ensure it is being implemented with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While SBAC and other state testing data is not yet available, Rocketship uses a cadre of internal assessments to track student progress throughout the year. On NWEA MAP, students at RDP are on track for 1.27 years of growth in math and 1.15 years of growth in reading. This is a slight improvement over last year in both subjects, when students averaged 1.20 years of growth in math and 1.11 years in reading. We don't yet have data on EL progress for the year, but hope that our ELPAC Summative and reclassification results mirror the upward trend we've seen in previous years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To stay in line with adjustments to the English Learner Progress Indicator (ELPI), we've updated our measurable outcomes for our English learners to include performance on the ELPAC as well as reclassification rate.

We have also added subgroup measures to our Smarter Balanced metrics for ELA and math to help us better determine the impact of our action/services on each student group.

Goal 2

Rocketeers will have access to Common Core standards-aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School provides standards-aligned instructional materials Met	Met
School provides standards-aligned professional development Met	Met
100% of full-time teachers have appropriate credentials Met – 100%	2018-19 full-time teachers with appropriate credentials: 10 teachers with full credential, 9 without, 0 misassignments

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Professional Development** B-1. *Summer PD* Each summer, RDP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Discovery Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP will establish a professional development fund to reward high-	B-1. Summer PD Last summer, Rocketship Discovery Prep hosted an intensive three-week summer training for all teachers that emphasized foundational knowledge in culture and classroom. We provided training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduced foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions were differentiated by subject and grade and focus on skill-building to maximize teacher time. School leaders also engaged in two weeks of summer p.d. and one week of spring p.d, plus a yearlong leadership development program for assistant principals through Relay Leverage Leadership Institute. Some examples of Summer PD sessions include: GLAD Training Home Visits Assessment Suite Overview Systems and Routines Practice with content in Humanities and STEM blocks Thursday PD Rocketship schools dedicated at least 200 hours throughout the school year for staff PD. We dismissed students early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitated and organized sessions at each school, targeting the areas of development they saw as most beneficial to the staff, personalizing supports for teachers. Some examples of Thursday PD include: Behavior Plan	Summer PD: $114,787 LCFF S+C (1301) Thursday PD: $69,534 LCFF S+C (1101) PD Fund: $15,000 LCFF S+C (5804)	Summer PD: $77,447 LCFF S+C (1301) Thursday PD: $46,915 LCFF S+C (1101) PD Fund: $5,000 LCFF S+C (5804)

performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.

Parent Conference Prep
Guided Reading Planning
Review of ELD

Common Planning Time
We structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs.

Professional Development Fund
Rocketship Discovery Prep continued to offer a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading and Writing Institute, students are sure to benefit from this additional training their teachers received.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Assessments** B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: • Four rounds of cumulative assessments • NWEA three times per year • STEP at least four times per year • State-mandated CAASPP	In compliance with state law, students took all of the required state assessments. Additionally, as mentioned above, we have a cadre of internal assessments, and we did in fact administer four rounds of cumulative assessments, three rounds of NWEA testing and four round of STEP testing. This helps us identify areas of weakness and growth for our students and better target our instruction toward them.	Assessments: $25,649 LCFF S+C (4414) Temporary Staff: $20,000 LCFF S+C (5838)	Assessments: $17,024 LCFF S+C (4414) Temporary Staff: $5,312 LCFF S+C (5838)

To ensure that our students are ready for success on the CAASPP, Rocketship Discovery Prep transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RDP will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	RDP held five Data Days this year. During Data Days, School Leaders and NeST staff helped teachers analyze their students' assessment data to identify areas of individual weakness and common trends. From there, teachers revised lesson plans to target the areas of weakness. Teachers also rehearsed lessons and received feedback in order to prepare for upcoming instruction.	Data Days: $44,149 LCFF S+C (1101, 1301)	Data Days: $29,787 LCFF S+C (1101, 1301)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Coaching**	Coaching is a fundamental piece of Rocketship's instructional model, and, as such, is the main activity for Assistant Principals and Principals. As planned, each School Leader was	Coaching: $229,688 LCFF S+C (1301)	Coaching: $73,041 LCFF S+C (1301)

B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	paired with a teacher, and they observed in class and offered feedback both in real time and during weekly 1:1 coaching sessions. This continues to be a cornerstone of Rocketship's teacher development.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Teacher Credentialing** B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RDP partners with the Reach Institute for credentialing teachers. To help our teachers navigate the credentialing process, we've hired a full time credential analyst at the Network Level to support teachers.	100% of core teachers are in compliance with California Credential requirements. Two teachers are enrolled in Reach's Intern Credential program and are on track to obtaining their Preliminary Credential in June 2019.	$26,000 Title II & Educator Effectiveness Grant (5833)	$34,587 Title II & Educator Effectiveness Grant (5833)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Rocketship deeply values our teacher development, and the action items related to this goal demonstrate the seriousness of which we approach ensuring that our students are being taught by high-level instructors. We've been continuing to implement initiatives from last year to ensure that we meet each of these goals, most notable credentialing for this year. As explained above, our program that was implemented last year ensured that our teachers understand the requirements for credentialing and added staffing to further support teachers to meet the goal of 100% compliance with California Credential requirements.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Rocketship's implemented initiatives from last year ensured that we met our goal of 100% credentialed teachers. We also met our goals around providing standards-aligned materials and providing standards-aligned professional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes planned

Goal 3

School environment will be safe and welcoming for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3rd-5th grade students believe school is a safe environment to learn Increase to 75%	Student survey – Believe school is safe environment to learn: 67%
Parents believe school is safe Maintain above 85%	Parent survey – Believe school is safe: 81%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **BOM** C-1. Rocketship Discovery Prep employs a Business Operations Manager to manage support staff and oversee the daily operations	Our BOM continues to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. This year we shifted the structure as planned so that the principal manages the BOM instead of a regional director. In addition to having a	Business Operations Manager (BOM): $103,125 LCFF S+C (2301)	Business Operations Manager (BOM): $108,652 LCFF S+C (2301)

| of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RDP's and the state's goals for student safety and maintaining facilities. Next year, our BOM will report directly to their principal instead of a NeST manager. We hope this integrates the BOM and Principal work more closely. | principal as manager, the BOM now has additional coaching from a regional director. | | |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **School Maintenance** C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Discovery Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs this year conducted by the BOM and the network operations team, during which the school was reviewed for potential items out of compliance with state standards. Additionally, we utilized a portal for BOMs and other school staff to submit maintenance requests. Rocketship employs a handyman to help solve these small repairs. As planned, Rocketship invested in new furniture as needed in order to replace aging furniture items. Teachers were given the stipends as planned for purchase of materials for outfitting and decorating their classrooms.	Building repairs: $62,120 LCFF Base (5601) Furniture: $9,120 LCFF Base (4430) Teacher room: $12,000 LCFF Base (4330)	Building repairs: $18,279 LCFF Base (5601) Furniture: $8,803 LCFF Base (4430) Teacher room: $12,160 LCFF Base (4330)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Custodial Services + Supplies** C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	Custodial services occurred once a day, with two deep cleans throughout the school year (usually during winter and spring break). This year, Rocketship contracted with a custodial company to help get better pricing and create more consistent service.	Custodial Services + Supplies: $73,399 LCFF Base (5821)	Custodial Services + Supplies: $87,459 LCFF Base (5821)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Support Staff** C-5. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.	This year we began using the term of Operations Specialists instead of Support Staff in order to better capture the role. Operations Specialists remain a critical investment providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Operations Specialists are our families' daily touchpoint with the school, providing support during arrival and dismissal and are a key aspect of school safety and parent satisfaction. Our Network and BOM teams completed meal service walk-throughs this winter to help Operations Specialists better support our National School Lunch and Universal Breakfast Programs in a compliant, efficient manner that increases enjoyment for students. Operations Specialists continued their essential functions as planned in supporting transitions on campus. They maintained posts and duties for the transition times and served as leads in lunch and recess supervision. They worked with teachers	Support Staff: $151,079 LCFF S+C (2201)	Support Staff: $106,738 LCFF S+C (2201)

	during arrival and dismissal in order to ensure smooth and safe transitions for students.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Police Partnership** The BOM connected with the San Jose police department to train teacher and working on a protocol for lockdowns. The police department also helped communicate these important issues to families and will observe the next lockdown drill.	The school strengthened its partnership with local law enforcement by sending a staff member to attend a lockdown training. The school also connected to a School Liaison officer to arrange for additional future training.	Police Partnership: $5,000 LCFF S+C (5823)	Police Partnership: $2,175 LCFF S+C (5823)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented the actions for Goal 3 as planned. Creating a safe environment for our students is one of our top priorities. Our BOM oversees facility and safety issues on the ground, with support from our network operations team. Having better support structures in place has allowed us to make progress in these areas. Having a solid operations leader on campus is a huge priority for our school, and creating a safe environment would not be possible without these systems.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Creating a safe environment for our students is one of our top priorities. This year, 67% of students responded that they believe the school is a safe place to learn, compared to 65% last year; this is an increase of 2% from last year. When parents were surveyed in regards to safety, 81% believe our school is a safe place for their children, which is an increase of 5% over last year's score of 76%.

RDP will continue to make improvements to ensure our students and parents have a healthy, safe, and supportive environment that enables their child to succeed and achieve greatness because the sky's the limit for our Rocketeers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Last year, we made it a goal to find and centralize our custodial efforts. However, we've been unable to find an adequate provider who can serve all Rocketship schools, so now the schools have autonomy to hire who they'd like.

Goal 4

Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Chronic Absenteeism Below 10%	Chronic Absence Rate

	2017-18 Actual	2018-19 Estimate
All Students	**16%**	**15.3%**

SED	17%	
EL	13%	

ADA Maintain above 95%	Attendance Rate		
		2017-18 Actual	2018-19 Estimate
	All Students	94.4%	94.6%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Enrichment** D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and other interests. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting.	Rocketship Discovery Prep offered science, physical education and art enrichment options. Physical Education included both sports and fitness aspects of PE.	Enrichment Coordinators: $133,200 LCFF S+C (2201)	Enrichment Coordinators: $194,678 LCFF S+C (2201)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Field Trips** D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.	Each grade took a field trip together. Throughout the school year, field trips were planned to provide opportunities for students to apply the knowledge/skills they learned in the classroom. Examples of the field trips planned were visits to the Tech Museum, Children's Discovery Museum, Oakland Zoo, Cal Academy, Gilroy Gardens, NASA, Alum Rock Park and the Local library. In addition to this, our fourth graders attended a 3-day overnight outdoor education trip and fifth graders took part in a week long overnight outdoor education trip. For many of our students, this trip is often the first time they spend significant time away from their homes, preparing them for success in middle school.	Field Trips: $38,500 LCFF S+C (5860)	Field Trips: $33,749 LCFF S+C (5860)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Social Emotional Learning** D-3. RDP has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning	Social emotional learning (SEL) has been an increasingly large focus, as well as student safety. We know that feeling safe can have multiple meaning, which often extend beyond physical space and into mental space. As a result, we've continued to implement the Kimochi and RULER approaches, as appropriate for our students. We also continued to work on bullying campaigns to educate parents and students	Instructional Supplies: $5,370 LCFF S+C (4340) Educational Consultants: $14,000 LCFF S+C (5804)	Instructional Supplies: $9,990 LCFF S+C (4340) Educational Consultants: $82,853 LCFF S+C (5804)

(SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. RDP will continue to work with Seneca Services next year to help with social-emotional learning for all students. With suspensions at a network-high level, it is especially important for Rocketship Discovery Prep to receive additional supports.	about what bullying is and how they can work together to prevent it. We also added a half-time social worker in order to increase support for students.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we continued to fully implement our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Enrichment and social emotional learning are built into each child's day, incentives are provided in support of attendance, and field trips bring learning to life for our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our suspension rate remained at 2% again this year. Our school ADA has increased slightly from 94.4% to 94.6% but our chronic absenteeism decreased from 16% to 15.1%. There is still a significant need for improvement and identification of attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In addition to measures for chronic absenteeism and attendance rate (ADA), we have added suspension and expulsion rates to our measurable outcomes for next year. We will be reporting chronic absenteeism, suspension and expulsion rates by subgroup as well to help us better determine the impact of our action/services on each student group.

Goal 5

Rocketship parents are engaged in their students' education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of parents attending an average of at least one school event per month Maintain above 35%	Parents attending one school event per month:57%
Parents are satisfied overall with their school Maintain above 85%	Parent survey – Satisfied overall with school: 83%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Parent involvement** **E-1. Community Events:** RDP hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RDP invests in parent appreciation items and provides a materials budget. **Parent Volunteer Opportunities:** Rocketship Discovery Prep parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RDP teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. Next year, we will also explore the option of adding a PTA to increase parent involvement. Our parents have also asked for a comprehensive calendar detailing all family events for the year.	Parent engagement is one of the cornerstones of our educational plan. We provided frequent opportunities for parents to engage with school staff. This year, our we hosted community meetings, parent coffees and cultural and academic celebrations throughout the year. Parents frequently led these efforts along with school staff, thereby building their own skills as community leaders. Parents had the opportunity to lead community activities and initiatives throughout the year.	Parent Appreciation and Materials: $10,170 LCFF Base (5822, 4510)	Parent Appreciation and Materials: $5,734 LCFF Base (5822, 4510)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Parent Outreach** E-2. RDP provides many opportunities throughout the school year for parents to interact with RDP staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. This starts each summer with school orientation. We implemented orientation for the first time last year and found it really successful so will continue to do so. RDP will also hold Office Hours over the summer to help parents with registering their students.	At Rocketship Discovery Prep, we held monthly community meetings and/parent coffees (cafecitos) for parents to meet, interact with and offer feedback to staff. We also hosted a Spring Welcome Party for newly enrolled families and a summer barbecue for all families. These meetings are a great way for parents to build relationships with their students' teachers and school leaders. Every school also hosts an orientation for all families in the summer prior to kicking off the new school year. The Orientation format was well received by parents and we plan on continuing that next year. We also survey our parents annually. We analyzed the data and met with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C (1101)	Parent Outreach – School Leader Comp: $5,478 LCFF S+C (1101)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Office Manager** E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.	The Office Manager is the first contact when entering the office, the OM has many roles and maintaining funding for this position is crucial to the success of the school. In addition to coordinating enrollment and parent engagement, our OMs have added responsibility this year for coordinating Immigrant family supports. The OM also maintains CUM files and supports with the collection of paperwork and student enrollment.	Office Manager: $81,875 LCFF Base (2401)	Office Manager: $76,134 LCFF Base (2401)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. We're proud of the strong and committed group of parents we have, particularly in the School Site Council. The Principal and the OM are the two staff members that do the most parent work, as well as parent engagement coordinators who work across all Rocketship schools. These people ensure our parents are actively involved in their child's education.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent satisfaction is at 83% this year, a slight decline compared to last year's parent satisfaction of 86%. Our goal for next year is to continue to find ways to improve parent satisfaction, engage our parents, specifically around academic achievement and how parents can support their students at home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes planned

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

RDP provides regular opportunities for stakeholders to give input on the running of their school. These opportunities include, but are not limited to, monthly coffee chats with the principal, community meetings, and 1:1 meetings with the school leadership team. In all of these engagement opportunities, RDP encourages school stakeholders to comment on the strengths they see in the school and any operational or instructional concerns they may have, which in turn influence the school's LCAP action items and school initiatives. During the first SSC meeting of the school year, on October 24, 2019, school leaders helped families understand the components of LCAP and to discuss how we could best use the LCFF funds to serve our students and improve services in alignment with the state priorities. In addition to sharing the state's goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. The formal engagement process with stakeholders began by administering our annual Parent Satisfaction Survey with our families in February and March 2019. The surveys were available in English, Spanish, Vietnamese, Somali and Arabic so all of our families could participate. 81% of parents responded, a decrease of 13 points from their 94% response rate from last year. The results of the surveys were tallied and then presented to the School Site Council, a school group composed of parents, teachers, school leaders and Rocketship Public Schools Staff, on April 1, 2019. The School Site Council, using the results from the Parent Satisfaction survey, the CA Dashboard and other internal metrics, such as NWEA scores, identified the areas most in need of improvement. Students at RDP were also consulted in regards to their feelings on school safety and climate in a student safety survey. Parents were also asked about school culture in the Parent Satisfaction Survey. Rocketship Public Schools staff both on a school level and network level engaged in the LCAP review process. Teachers provided feedback via online survey starting on January 2, 2019, with 88% responding. In addition, the Rocketship Public Schools Finance Team met with the school leadership team in Spring of 2019 to discuss areas of growth and improvement at their school. Rocketship Public Schools' Board of Directors met on May 30, 2019 to review and finalize RDP's LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Impact on LCAP and Annual Update How did these consultations impact the LCAP for the upcoming year? Feedback from our parents, students, teachers, school leadership and staff is crucial for continued success at RDP. The stakeholder engagement opportunities listed above resulted in clear, and often correlating, suggestions for meaningful improvement for the upcoming academic year. In analyzing responses to the Parent Satisfaction Surveys to identify the most critical areas for improvement at RDP, the top three areas were: lunch and recess, safety and efficiency of arrival/dismissal, and school safety. Of students surveyed, 67% of students say they "Always" or "Usually" feel safe at school. Priorities in school safety and the safety and efficiency of arrival and dismissal will continue to

be addressed through the work of the Business Operations Manager. Parent desire for focus on improving recess and lunch will be supported through the role and professional development of Operations Specialists.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities: 2

Identified Need:

While RDP has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. There is a subset of students who persistently do not meet the standard, and new students, in particular, who enter RDP, on average, 1.5 years below grade level. With the increased rigor of the CAASPP, it is even more essential that we invest in strategies to support all our students making progress towards proficiency.

ELA performance schoolwide and for all subgroups is orange on the Dashboard

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline			2017-18	2018-19	2019-20
SBAC ELA: % meeting/exceeding the standard	**ELA**	14-15	15-16	**2016-17 SBAC ELA** All Students: 46 Econ Dis: 46 EL: 27	**2017-18 SBAC ELA** All Students: 45 Econ Dis: 43 EL: 28	**2018-19 ELA Targets** All Students: 50% Econ Dis: 50% EL: 30%
	All	30	48			

	ED	30	46	SPED: 0	SPED: 0	SPED: 5%
	EL	18	26			
	SPED	15	7			

	Math	14-15	15-16	**2016-17 SBAC Math**	**2017-18 SBAC Math**	**2018-19 Math Targets**
SBAC Math: % meeting/exceeding the standard	All	44	55	All Students: 49	All Students: 57	All Students: 60%
	ED	42	54	Econ Dis: 49	Econ Dis: 54	Econ Dis: 58%
	EL	28	27	EL: 27	EL: 39	EL: 40%
	SPED	30	0	SPED: 11	SPED: 0	SPED: 5%

ELs: % of students scoring 3 or 4 on ELPAC	2017-18 is Baseline year		2017-18: 74%	2018-19: Data not available yet	2019-20 Target: >74%
EL reclassification rate	2016: 5.2%		2017: 0%	2018: 0%	2019 Target: 10%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Common Core-aligned instruction & materials A-1. The Rocketship Discovery Prep **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Discovery Prep operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Discovery Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to	**Common Core-aligned instruction & materials** A-1. The Rocketship Discovery Prep **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Discovery Prep operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Discovery Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These	**Common Core-aligned instruction & materials** A-1. The Rocketship Discovery Prep **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Discovery Prep operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Discovery Prep utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These

| engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home. | expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home. | expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Core Curriculum: $18,000 Books: $35,490	Core Curriculum: $12,000 Books: $26,400	Core Curriculum: $12,000 Books: $26,400
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100 4210	4100 4210	4100 4210

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Personalized Learning A-2. RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Discovery Prep operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook	**Personalized Learning** A-2. RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We will reflect on the use of the Learning Lab and modify to make better use of the space and time for our EL students. We are planning on integrating more targeted intervention, ELD, and as project based learning opportunities for our English Learners. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group	**Personalized Learning** A-2. RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We will reflect on the use of the Learning Lab and modify to make better use of the space and time for our EL students. We are planning on integrating more targeted intervention, ELD, and as project based learning opportunities for our English Learners. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group

ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**.	instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	OLPs: $41,053 Chromebooks: $30,880 Learning Lab Materials: $5,000 Leveled Libraries: $12,000 Technology Consultants: $25,000 RtI Curriculum: $2,527 Tutors: $198,413	OLPs: $35,000 Chromebooks: $22,167 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $198,413	OLPs: $35,000 Chromebooks: $20,353 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $200,397
Source	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials) LCFF Base (Leveled Libraries, Technology Consultants**)** Title I (RtI Curriculum, Tutors)	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors)	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors)
Budget Reference	4411 4421 4390 4115	4411 4421 4390 4115 5822	4411 4421 4390 4115 5822

5807	5807	5807
4120	4120	4120
2101	2101	2101

Action   3

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special Education supports A-3. Although RDP runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational	**Special Education supports** A-3. Although RDP runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational	**Special Education supports** A-3. Although RDP runs an inclusion model, we realize that students in Special Education may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional

assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

RDP also runs a Specialized Inclusion Program (SIP) for our Special Education students who require more intensive support. SIP focuses on providing meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small caseloads, differentiated curriculum, and targeted professional development for special and general education staff.

assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Discovery Prep operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.

RDP also runs a Specialized Inclusion Program (SIP) for our Special Education students who require more intensive support. SIP focuses on providing meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small caseloads, differentiated curriculum, and targeted professional development for special and general education staff.

assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our students in Special Education, access and benefit from this instructional model as Rocketship Discovery Prep operates an inclusion model. In particular, our students in Special Education benefit from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.

RDP also runs a Specialized Inclusion Program (SIP) for our students in Special Education who require more intensive support. SIP focuses on providing meaningful inclusion opportunities to students with significant learning and/or behavioral needs through a combination of small caseloads, differentiated curriculum, and targeted professional development for special and general education staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Special Education Supports: $6,600	Special Education Supports: $9,172	Special Education Supports: $9,172

	Contracted Services: $5,500	Contracted Services: $22,037	Contracted Services: $22,037
Source	State Special Education funding + IDEA State Special Education Funding	State Special Education funding + IDEA State Special Education Funding	State Special Education funding + IDEA State Special Education Funding
Budget Reference	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to English Learners	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
GLAD Training	**GLAD Training**	**GLAD Training**

A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.

A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.

A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the ELPAC Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	GLAD Training: $16,303 Ongoing literacy teacher PD: $36,000	GLAD Training: $15,550	GLAD Training: $15,550
Source	Title III	Title III	Title III
Budget Reference	5804 1101	5804	5804

Action 5

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implemented in 2018-19	**Love of Reading Campaign** A-5. Rocketship Discovery Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	**Love of Reading Campaign** A-5. Rocketship Discovery Prep will implement a love of reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Non-Instructional Materials: $5,000	Non-Instructional Materials: $10,000
Source	N/A	LCFF S+C	LCFF S+C
Budget Reference	N/A	5803	5803

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Rocketeers will have access to Common Core standards-aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1, 2

Identified Need:

Now that Common Core State Standards are fully implemented, it is essential that we are providing students with aligned curriculum and materials. With the state-wide teacher shortage, it's also critical to hire qualified teachers and support their credentialing needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students have access to standards-	100% of students have access to standards-aligned instructional materials	Actual: Met	Actual: Met	Target: Met

aligned instructional materials				
All teachers have access to standards-aligned professional development	Met/Not Met = 320 hours of PD provided each year	Actual: Met 320 hours of PD provided	Actual: Met	Target: Met
100% of full-time teachers have appropriate credentials	2016-17 Actual: 85%	2017-18 Actual:100%	2018-19 Actual: 100%	2018-19 Target: 100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development B-1. *Summer PD* Each summer, RDP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Discovery Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College	**Professional Development** B-1. *Summer PD* Each summer, RDP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Discovery Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College	**Professional Development** B-1. *Summer PD* Each summer, RDP hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Discovery Prep has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RDP will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College

Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Summer PD: $114,787 Thursday PD: $69,534 PD Fund: $15,000	Summer PD: $114,787 Thursday PD: $69,534 PD Fund: $15,000	Summer PD: $114,787 Thursday PD: $69,534 PD Fund: $15,000
Source	LCFF Base (Summer PD) LCFF S+C (Thursday PD) LCFF Base (PD Fund)	LCFF S+C	LCFF S+C
Budget Reference	1301, 1101 (Summer PD) 1301, 1101 (Thursday PD) 5804 (PD Fund)	1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Scope of Services:**   **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assessments B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: ● Four rounds of cumulative assessments ● NWEA three times per year ● STEP at least four times per year ● State-mandated CAASPP To ensure that our students are ready for success on the CAASPP, Rocketship Discovery Prep transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RDP will hire **temporary staff** members to facilitate administration and scoring of assessments	**Assessments** B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: ● Four rounds of cumulative assessments ● NWEA three times per year ● STEP at least four times per year ● State-mandated CAASPP To ensure that our students are ready for success on the CAASPP, Rocketship Discovery Prep transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RDP will hire **temporary staff** members to facilitate administration and scoring of assessments	**Assessments** B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: ● Four rounds of cumulative assessments ● NWEA three times per year ● STEP at least four times per year ● State-mandated CAASPP ● State-mandated EL testing (ELPAC) To ensure that our students are ready for success on the CAASPP, Rocketship Discovery Prep transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RDP will hire **temporary staff** members to facilitate administration and scoring of assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	Assessments: $27,298 Temporary Staff: $20,000	Assessments: $25,649 Temporary Staff: $20,000	Assessments: $25,147 Temporary Staff: $20,000
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	4414 (Assessments) 5838 (Temporary Staff)	4414 (Assessments) 5838 (Temporary Staff)	4414, 4360 (Assessments) 5838 (Temporary Staff)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant	**Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant	**Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant

Principal, and Principal at RDP will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	Principal, and Principal at RDP will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	Principal, and Principal at RDP will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Data Days: $44,149	Data Days: $44,149	Data Days: $44,149
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	1101, 1301	1101, 1301	1101, 1301

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	**Coaching** B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	**Coaching** B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RDP teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Coaching: $229,688	Coaching: $229,688	Coaching: $229,688
Source	AP Compensation, LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	1301	1301	1301

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher Credentialing B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RDP partners with the Reach Institute for credentialing teachers.	**Teacher Credentialing** B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RDP partners with the Reach Institute for credentialing teachers. To help our teachers navigate the credentialing process, we've hired a full time credential analyst at the Network Level to support teachers.	**Teacher Credentialing** B-5. We will continue to ensure 100% of core teachers are in compliance with the state as well as hold the proper English Learner Authorization. We are also partnering with Loyola Marymount University beginning in the 19-20 school year. LMU's Intern Credential program is highly regarded across the country and we are looking forward to partnering with them to ensure our teachers receive the best development possible. Additionally, Rocketship has expanded to have a three-person credential team focused on ensuring teachers receive high level support in obtaining the proper credentials, that our schools remain 100% in compliance at all points in the year, and to continue to innovate on credential systems.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$27,500	$26,000	$26,000
Source	Title II & Educator Effectiveness Grant	Title II & Educator Effectiveness Grant	Title II & Educator Effectiveness Grant
Budget Reference	5833	5833	5833

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

School environment will be safe and welcoming for all students

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 1, 6

Identified Need:

In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Discovery Prep has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports (PBIS) framework, we believe it is critical to maintain these high standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd – 5th grade student survey: % of students	2016-17 Actual: 74%	2017-18 Actual: 65%	2018-19 Actual: 67%	2019-20 Target: 70%

that believe school is a safe environment to learn			
Parent survey: % of parents that believe school is safe	2016-17 Actual: 82%	2017-18 Actual: 76%	2018-19 Actual: 81%	2019-20 Target: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
BOM	**BOM**	**BOM**

C-1. Rocketship Discovery Prep employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RDP's and the state's goals for student safety and maintaining facilities.	C-1. Rocketship Discovery Prep employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RDP's and the state's goals for student safety and maintaining facilities. Next year, our BOM will report directly to their principal instead of a NeST manager. We hope this integrates the BOM and Principal work more closely.	C-1. Rocketship Discovery Prep employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting Rocketship Discovery Prep's and the state's goals for student safety and maintaining facilities. Next year, our BOM will continue to report directly to their principal instead of a NeST manager so the BOM and the Principal work more closely together. We will continue to provide the additional regional director coaching support for the BOM.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	BOM: $103,125	Business Operations Manager (BOM): $103,125	Business Operations Manager (BOM): $104,156
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2301	2301	2301

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Discovery Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	**School Maintenance** C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Discovery Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	**School Maintenance** C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Discovery Prep will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Building repairs: $57,566	Building repairs: $62,120 Furniture: $9,120 Teacher room: $12,000	Building repairs: $62,120 Furniture: $8,374 Teacher room: $12,000

Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5601	5601 4430 4330	5601 4430 4330

Action 3

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the	**Custodial Services + Supplies** C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the	**Custodial Services + Supplies** C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the

| campus and to identify any safety concerns or necessary repairs of the building. | campus and to identify any safety concerns or necessary repairs of the building. | campus and to identify any safety concerns or necessary repairs of the building. |

campus and to identify any safety concerns or necessary repairs of the building.

The quality of custodial services can vary dramatically. The Rocketship network is in the process of negotiating a network-wide contract for custodial services. This will provide more consistent services for a lower price.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Custodial Services: $75,719	Custodial Services + Supplies: $73,399	Custodial Services + Supplies: $73,399
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5821	5821	5821

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support Staff C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.	**Support Staff** C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.	**Operations Specialists** C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing Operations Specialists during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Support Staff: $149,378	Support Staff: $151,070	Operations Specialists: $152,849
Source	Support Staff Compensation, LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2201	2201	2201

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Security Services Rocketship Discovery Prep will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.	**Police Partnership** The BOM connected with the San Jose police department to train teacher and working on a protocol for lockdowns. The police department also helped communicate these important issues to families and will observe the next lockdown drill.	**Police Partnership** The school will build upon the 18-19 work of the Community Engagement team to establish safety training opportunities with local law enforcement in which School Liaison officers will train key staff members who can then train additional school staff for drills and procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Security Services: $7,000	Security - $5,000	Security - $5,000
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	5823	5823	5823

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: 7, 8

Identified Need:

In order to close the achievement gap, Rocketeers must continue to value education beyond their time at Rocketship. We recognize our students must develop life-long academic skills in elementary school in order to success once their graduate from Rocketship. We see a need to increase our level of student engagement to ensure that students are invest in their education. We want our students to come to school every day and enjoy it.

Suspension rate indicator, schoolwide and by subgroup

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	**2016-17 Actuals** All Students: 14% SED: 14% EL:11% SPED: 26%	**2017-18 Actuals** All Students: 16% SED: 17% EL: 13% SPED: 15%	**2018-19 Estimates** All Students: 15.3% SED: EL: SPED:	**2019-20 Targets** All Students: <10% SED: EL: SPED:
Attendance rate (ADA)	**2016-17 Actuals**	**2017-18 Actuals**	**2018-19 Estimates**	**2019-20 Targets**

	All Students: 94.2%	All Students: 94.4%	All Students: 94.6%	All Students: >95%

Suspension rate	**2016-17 Actuals** All Students: 2.7% SED: 2.8% EL: 3% SPED: 8.1%	**2017-18 Actuals** All Students: 2.0% SED: 1.8% EL: 1.5% SPED: 8.1%	**2018-19 Estimates** All Students: 2.1% SED: EL: SPED:	**2019-20 Targets** All Students: <1% SED: EL: SPED:
Expulsion rate	**2016-17 Actuals** All Students: 0%	**2017-18 Actuals** All Students: 0%	**2018-19 Estimates** All Students: 0%	**2019-20 Targets** All Students: 0%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enrichment D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.	**Enrichment** D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and other interests. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting.	**Enrichment** D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and other interests. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Enrichment Coordinators: $133,200	Enrichment Coordinators: $133,200	Enrichment Coordinators: $134,532
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2101	2201	2201

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Field Trips D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.	**Field Trips** D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.	**Field Trips** D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go to Groveland, CA for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	Field Trips: $38,500	Field Trips: $38,500	Field Trips: $38,500
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	5860	5860	5860

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners,Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Social Emotional Learning D-3. RDP has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional	**Social Emotional Learning** D-3. RDP has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional	**Social Emotional Learning** D-3. RDP has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional

intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.

intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.

RDP will continue to work with Seneca Services next year to help with social-emotional learning for all students. With suspensions at a network-high level, it is especially important for Rocketship Discovery Prep to receive additional supports.

intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.

RDP will continue to utilize the half-time social worker next year to help with social-emotional learning for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Instructional Supplies: $5,740 Educational Consultants: $7,000	Instructional Supplies: $5,370 Educational Consultants: $14,000	Instructional Supplies: $5,184 Educational Consultants: $14,000
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	4340 5804	4340 5804	4340 5804

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Implemented in 2019-20	Implemented in 2019-20	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**After School Programming** D-4. RDP will run an afterschool program to provide our students with additional academic exposure. The after-school program combines homework help/tutoring, enrichment, including opportunity for physical activity and family education services. The after school program helps our unduplicated pupils by providing additional time to focus on structured academics, as well as helps our parents who are in need of high-quality after school options for their children.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	After School Program: $150,000
Source			LCFF S+C
Budget Reference			5911

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Rocketship parents are engaged in their students' education

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 3, 5, 8

Identified Need:

We seek to increase engagement among parents and students alike. We view parents as critical partners in our work of educating students. Rocketship Discovery Prep has a number of effective parent engagement strategies, including a sophisticated parent council structure, upon which we will continue to build.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent attendance: % of parents attending an average of at least one school event per month	2016-17 Actual: 26%	2017-18 Actual: 38%	2018-19 Actual:	2019-20 Target:
Parent survey: % of parents that are satisfied overall with their school	2016-17 Actual: 82%	2017-18 Actual: 86%	2018-19 Actual: 83%	2019-20 Target: >85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans): All

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent involvement **E-1. Community Events:** RDP hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RDP invests in parent appreciation items and provides a materials budget. Parents will receive specific training on bullying and how to support their students during the first	**Parent involvement** **E-1. Community Events:** RDP hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RDP invests in parent appreciation items and provides a materials budget. **Parent Volunteer Opportunities:** Rocketship Discovery Prep parents will be encouraged to	**Parent involvement** **E-1. Community Events:** RDP hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RDP invests in parent appreciation items and provides a materials budget. In the coming year, we will be offering additional resources, education and opportunities such as workshops and classes.

community meeting of the year as a result of parent feedback from this year.

Parent Volunteer Opportunities: Rocketship Discovery Prep parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RDP teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.

volunteer at the schools to help tighten the link between the families and the school as well as assist RDP teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.

Next year, we will also explore the option of adding a PTA to increase parent involvement. Our parents have also asked for a comprehensive calendar detailing all family events for the year.

Parent Volunteer Opportunities: Rocketship School parents will be encouraged to volunteer at the schools and lead efforts and coordinate events to help tighten the link between the families and the school as well as assist RDP teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will be expanding the volunteer options to be more inclusive of working parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Parent Appreciation and Materials: $10,780	Parent Appreciation and Materials: $10,170	Parent Appreciation and Materials: $9,984
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5822 4510	5822 4510	5822 4510

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Scope of Services:**   **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Outreach E-2. RDP provides many opportunities throughout the school year for parents to interact with RDP staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. This will start over the summer. The registration days before school, which have typically just been a day to turn in paperwork, will focus more on school culture and parental engagement so that parents have a better understanding of expectations for behavior, attendance and truancy before the school year starts.	**Parent Outreach** E-2. RDP provides many opportunities throughout the school year for parents to interact with RDP staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. This starts each summer with school orientation. We implemented orientation for the first time last year and found it really successful so will continue to do so. RDP will also hold Office Hours over the summer to help parents with registering their students.	**Parent Outreach** E-2. RDP provides many opportunities throughout the school year for parents to interact with RDP staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Parent Outreach: $9,727	Parent Outreach – School Leader Comp: $9,727	Parent Outreach – School Leader Comp: $9,727
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	1101	1101	1101

Action   3

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

	Location(s):
	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Office Manager E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community. Office Managers will be a part of a truancy task force aimed at reducing chronic absenteeism and increase ADA next year. This task force will focus	**Office Manager** E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.	**Office Manager** E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community. In addition to their continuing role in parent engagement, office Managers will be equipped to provide referrals to community resources as needed.

on creating parent-school partnerships to ensure students are in school every day while educating parents on the implications of students missing school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Office Manager: $79,875	Office Manager: $81,875	Office Manager: $82,694
Source	OM Compensation, LCFF Base	LCFF Base	LCFF Base
Budget Reference	2401	2401	2401

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$733,849	15.40%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The three most significant ways that RDP improves services for our unduplicated pupils are through our Personalized Learning Program, our intensive teacher professional development and coaching, and our commitment to involving parents in their student's education. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. Finally, Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. These are opportunities that parents of EL and low income students are not always afforded, and research shows that students with involved parents do better in school.

Following are the specific Actions and Services contributing to meeting the Increased or Improved Services Requirement:

Goal 1 Action 2 (EL, Foster, Low Income):

Personalized Learning: RTI Curriculum and Tutors, Learning Lab Materials, Leveled Libraries, Online Learning Programs, Chromebooks, Technology Support Consultants, Printing and Reproduction Budget

Goal 1 Action 4 (English Learners):

Guided Language Acquisition Design (GLAD) Professional Development through Project GLAD to support staff to embed ELD principles throughout program, deliver explicit ELD instruction, and tutoring as needed.

Goal 1 Action 5 (ELs, Low Income):

Love of Reading Campaign

Goal 2 Action 1 (EL, Foster, Low Income):

Summer Professional Development to ensure foundational knowledge in culture and classroom. Weekly PD targeting areas of need and personalizing supports for teachers. PD Fund to provide additional learning opportunities to veteran teachers.

Goal 2 Action 2 (EL, Foster, Low Income)

Internal and External Assessments and staffing to support.

Goal 2 Action 3 (EL, Foster, Low Income):

Data Days for analysis of interim assessment data to improve and tailor instructional practice to student needs.

Goal 2 Action 4 (EL, Foster, Low Income):

Instructional Coaching by administrators for teachers.

Goal 3 Action 1 (EL, Low Income):

Business Operations Manager

Goal 3 Action 4 (EL, Low Income):

Support Staff (Operations Specialists)

Goal 3 Action 5 (EL, Foster, Low Income):

Police Partnership

Goal 4 Action 1 (EL, Foster, Low Income):

Enrichment offerings such as PE, arts, science.

Goal 4 Action 2 (EL, Foster, Low Income):

Field Trips

Goal 4 Action 3 (EL, Foster, Low Income):

Social Emotional Learning instruction and supports

Goal 4 Action 4 (EL, Foster, Low Income):

Afterschool Program

Goal 5 Action 2 (EL, Foster, Low Income):

Parent Outreach

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

● **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

● **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
● **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and,

therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
       a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
       b. Mathematics – CCSS for Mathematics
       c. English Language Development (ELD)
       d. Career Technical Education
       e. Health Education Content Standards
       f. History-Social Science
       g. Model School Library Standards
       h. Physical Education Model Content Standards
       i. Next Generation Science Standards
       j. Visual and Performing Arts
       k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Appendix 13: Rocketship Public Schools' Response to the COVID-19 Pandemic

The below narrative was submitted to the Santa Clara County Office of Education on August 11th, 2020 as part of Rocketship Public Schools' 20-21 SY Waiver for In-Person Instruction. It is subject to ongoing internal review and contingent upon federal, state, and county health and safety orders/guidelines.

Throughout the spring and summer of 2020, Rocketship Public Schools central network teams, our California Reopening Task Force, and school-based leadership worked to create different scenarios for safely reopening our campuses. After much preparation and consideration, in late June, we decided to move forward with a plan for a 'hybrid' reopening plan. This plan would have had approximately 50% of students on campus at any one time. However, by mid-July we became increasingly concerned with the increasing levels of infection in our communities. We were especially concerned about the disproportionate impact COVID-19 is having on low-income Latino and African American families in East San Jose, where the majority of our schools are located. In light of this rising caseload and in order to best protect staff and students, we decided on July 15th to move to 100% virtual learning. This was prior to Governor Newsome's decision on Friday, July 17th to mandate virtual opening. We had decided to go 100% virtual for the first 3 weeks of school in order to monitor infection rates and get staff and students more familiar with required health and safety protocols for any on-campus learning later in the fall.

However, even when making that decision to open the school year 100% virtually, we knew that we would need to gradually reopen in order to best serve our largely low-income Latino students. We know that our schools are essential -- not only for closing the achievement gap, but also for the health, wellbeing, and economic security of the students and families whom we serve. We are trying to find creative ways to best meet the needs of our students, especially certain populations who are disproportionately affected by this pandemic.

Reason For Applying for a Waiver

Our reopening plan is first focused on the health, safety, and well-being of our team members, students, and families. In addition, as we are solely elementary schools, we are in a unique position to bring students back to campus in small, safe, stable cohorts. As mentioned in the County Public Health Department Guidance there are compelling reasons to focus on bringing back elementary students during this pandemic:

> **"The County Public Health Department strongly encourages elementary schools to follow this process so that they can safely resume in-person instruction this fall.**
>
> This recommendation is based on the current best available scientific evidence, including that COVID-related risks in schools serving elementary age students appear lower than and different from the risks to staff and students in schools serving older students. In particular, there appears to be lower risk of child-to-child or child-to-adult transmission in children under 12, and the risk of infection and serious illness in elementary school children is particularly low. By contrast, the health-related risks for elementary age children who are not provided in-person instruction are significant, including lower rates of immunizations, higher rates of undetected child abuse and neglect, and risk to social/emotional wellbeing.
>
> Moreover, in-person instruction is academically and socially critical for younger students, in alignment with State standards. Students from socio-economically disadvantaged

backgrounds are particularly harmed by a lack of access to in-person instruction. Schools serving elementary school students are also in a better position to put into place effective risk-reduction strategies to protect both teachers and students, including creation of small, stable classroom cohorts. Further, elementary school students without access to in-person school are far more likely than older students to require alternative group childcare arrangements when schools are closed, and as such, closure of elementary schools is less likely to significantly reduce transmission.

Accordingly, superintendents are encouraged to request a waiver from Public Health for full time or hybrid in-person instruction at the elementary level"

The guidance from the California Department of Public Health is supported by The American Academy of Pediatrics (AAP) recently issued guidance *"that all policy considerations for the coming school year should start with a goal of having students physically present in school. The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020."* Additionally, as Rocketship's schools are only elementary schools, we have very young children, especially our 4-6 year olds. Each year, for many of our students, this is their first introduction to school. Moreover, especially for our younger children, there are developmental needs that may only be realized in-person (i.e. how to share and play with others in a positive manner), as well as academic needs (i.e. how to hold a pencil). As COVID-19 seems to be far less virulent among young children (thankfully), we believe that this combined with their unique needs obligates us to try to find a way to safely provide some in-person opportunities and interactions for our children, and most especially our youngest and most vulnerable children.

At Rocketship, we know that we are at our very best when our teachers and students are together in classrooms. Specifically, we are seeking to obtain a waiver to meet the needs of our most vulnerable student populations, help ameliorate problems with accessing technology and distance learning, to provide increasingly-critical health and social-emotional support, as well as to personalize learning to best meet student needs.

Vulnerable Student Populations:
Rocketship schools serve predominantly low-income students of color. In the 2019-2020 school year, our schools in Santa Clara County averaged a student population that was 79.2% socioeconomically disadvantaged, 56.4% English Learner, 2.9% homeless, 73.8% Hispanic or Latino, and 2.7% Black.

Learning Loss
Our socioeconomically disadvantaged students of color are hardest hit by COVID-19 and the resulting learning loss from distance learning:

"The average loss in our middle epidemiological scenario is seven months. But black students may fall behind by 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year. We estimate that this would exacerbate existing achievement gaps by 15 to 20 percent." - McKinsey

"Disparities in educational outcomes caused by school closures are a particular concern for low-income and minority students and students with disabilities. Many low-income families do not have the capacity to facilitate distance learning (e.g. limited or no computer access, limited or no internet access), and may have to rely on school-based services that support their child's academic success…Persistent achievement gaps that already existed before COVID-19, such as disparities across income levels and races, can worsen and cause serious, hard-to-repair damage to children's education outcomes. Finally, remote learning makes

absorbing information more difficult for students with disabilities, developmental delays, or other cognitive disabilities." - CDC

"Although evidence is still forthcoming, it is reasonable to assume that students with disabilities have been hard hit by the loss of instructional time and related services during COVID-19 school closures[xxxii]. In-person instruction and support can be vital to the growth of students with disabilities, and these students are often more dependent on in-school resources such as mental health support and occupational, physical and speech therapy than their counterparts[xxxiii]. At school, these students get individualized attention from professionals who are trained in, and familiar, with their specific needs, which can be difficult for parents at home to replicate, or to fully support through teletherapy options, raising serious concerns about regression in skills and functioning. It also may be more difficult for certain groups of students with physical and mental disabilities to transition out of and into the school setting. Furthermore, in-school social distancing protocols may be challenging to adhere to for students who have physical or behavior limitations that make it difficult to maintain distance with others." - Johns Hopkins

Furthermore, in San Jose the pandemic has been concentrated on the East Side, where 6 of our 10 schools operate, as reported by the *Mercury News*.

Help Students Access Technology and Distance Learning:
As a significant proportion of our families are essential workers, the burden of virtual instruction is particularly high for our families and they need in-person support for their children in order to provide for their families.

"Low-income parents are more likely to be essential workers and are less likely to have jobs that can be performed remotely. This necessitates the need for daily childcare and supervision. Closed schools put additional strain on already struggling families, and students who are learning remotely may have less parental supervision to help facilitate lessons." - Johns Hopkins

Provide Critical Health and Social-Emotional Support for Students:
Multiple studies have identified the increased risks children face when out of school and the importance of school in providing a safe setting and access to key supports for both physical and social-emotional health.

"People of color are suffering more from COVID-19 than other ethnic groups. They are becoming infected at a higher rate, and are more likely to become seriously ill and to die when they do. As a result, students of color will be more likely to have family and community members who have become sick or died. Many of these students will be returning to school with significant trauma and fear, and with increased need for supports such as mental health services. Moreover, the recent graphic incidents of police brutality and the public outcry that they have prompted are no doubt taking a special toll on children of color. The trauma and fear many of these students will bring to school will come not only from how COVID-19 and police violence have devastated their communities, but also from the recognition that systematic racial injustice is the root cause of both crises. It will be difficult for schools to meet the needs these children have for emotional support in the classroom; it is questionable whether they can do so at all in the distancing learning context." - Johns Hopkins

"Prolonged school closure and home confinement may cause social isolation, lengthened screen time, frustration and boredom, weight gain, and disrupted sleep cycles.[6]" - JAMA

"Children quarantined or in isolation during disease outbreaks have more posttraumatic stress symptoms than those not quarantined,[7] and early findings suggest higher depressive symptoms among home-restricted students in Wuhan, China.[8]" - JAMA

"Our findings suggest that a vulnerable population—children at risk of maltreatment—are separated from a valuable resource when schools close, and this separation manifests as a reduction in maltreatment allegations. When schools are not in session, whether for regularly scheduled breaks or in response to catastrophes, cases of child maltreatment are more likely to go unnoticed and unreported." - SSRN

<u>Personalize Learning to Meet Individual Student Need</u>
In order to best personalize our instruction for each student--whether participating in-person or virtually, we need to assess students at the beginning of the year in order to best scaffold instruction by student ability level. This is more important than ever as our students may be further behind than ever before. We must be able to adjust our instruction in order to meet these increased academic needs and provide a continuity of learning across in-person and virtual environments. We use a variety of assessment instruments--NWEA, STEP, ELPAC--to help us measure learning loss and grade level proficiency while also helping us to build individualized learning plans to serve each individual student. The different assessments vary in their ability to be administered at home, due to factors such as access to technology, reliable internet, and teacher support. Two of these assessments are administered 1:1 (ELPAC and STEP), and the other is best administered in a group setting (NWEA). We believe that the data yielded from these assessments will be most reliable if students are tested on campus, where they can receive consistent and equitable support from staff. This is especially true for our assessments for our 4-6 year olds (TK-1st). If the waiver is approved, a majority of these assessments will occur on campus while observing strict health and safety guidelines with small cohorts of students rotating on campus to be proctored by a single adult.

Staged Implementation
Our approach will include a gradual staged increase over time of the time that people--students and staff--spend on our campuses and the number and density of people on campus. In this waiver, we are seeking to support **no more than approximately 33% of total students on campus** while incorporating all necessary health and safety guidelines around social distancing, masks, intense regular cleaning, regular hand washing, utilization of pods, and multiple other layers of protection for our team and Rocketeers. Each campus will determine based upon staffing capacity and its own prioritization of students which specific students will return and in what timeline. While proposed time benchmarks are provided below, each campus will have flexibility to slow the pace of implementation for their campus based upon staff availability and the success they have as they move through the stages of implementation as well as being mindful of their local conditions.

While we have also built out a detailed plan for hybrid instruction with approximately 50% of students on campus at any one time, **we are not currently seeking a waiver to implement hybrid instruction for 50% of students on campus at this point in time**. Prior to doing so, we want to build our experience as a team and organization in regards to our health and safety protocols, overall approach, and prioritize critical initial initiatives. As we successfully operate and execute on these items, then COVID 19 conditions permitting, we hope that we will have demonstrated the ability to pursue a larger hybrid like opening. Thus, we may return to seek a waiver to implement hybrid instruction for 50% of total students at a later date if counties remain on the watch list and as we learn more from these initial stages of implementation.

In these stages of implementation and what is covered by this waiver, we will be relying only on staff who have opted-in to returning to provide support in person. In CA, this period will continue through at least the first quarter of the school year (end of October). We believe that this is a viable approach as we have been regularly communicating and surveying our staff and a portion have already indicated that they are interested in returning to provide instruction in-person in some form.

STAKEHOLDER ENGAGEMENT

A key component of our planning this spring and summer has been engaging our families and staff regularly in a variety of ways. We know that in order to meet the needs of our families and staff, we must solicit their feedback and input in decision making regularly and in different forums in order to gather a diversity of voices and perspectives.

FAMILY ENGAGEMENT

As a network of 13 schools in California, we have many family engagement structures already in place, but we also created new ways to work with our families during this crisis. From the first day of the COVID crisis, we established a cascading cadence of communications to our families to keep them informed and offer opportunities for them to ask questions and express concerns.

Parent Communication: Emails, texts, social media and website
When we launched Distance Learning the week of March 16th, every Principal at every school hosted a Principal Coffee on Zoom at least 1 or 2 times a week. We knew that it was paramount for families to not only communicate with their schools and provide feedback about the Distance Learning experience, but also experience another touchpoint for families to check in on general well being.

Beginning February 5th, we sent regular letters and/or emails to our families informing them of updates with COVID-19 and our school operations. We sent physical letters while school was in session and transitioned to email once our campuses closed (to avoid having staff enter buildings to print and mail letters). We continued these letters/emails throughout the spring and then weekly during the summer. All letters were translated into Spanish and Vietnamese, and families were alerted to letters/emails by a text message. Letters/emails were also posted in our closed, private school Facebook groups. We also updated our California COVID-19 webpage with pertinent information from all of our parent letters.

Opening with distance learning necessitates even stronger communications with families. Accordingly, Rocketship has reached out to families to get their feedback and sent frequent communications to keep families informed as plans progress. Recent communications have included:
- 7/1 Letter: Laying out our communications cadence and giving information on upcoming events.
- 7/10 Letter: Announced our reopening options and decision making process; attached a survey to indicate their preference
- 7/15 Letter: Updated that have new state guidance, info sessions upcoming for families.
- 7/21 Letter: Announced virtual reopening and shared upcoming events for families including Virtual Home Visits, Virtual Information Sessions, On-Campus Registration (with Chromebook pick up), Digital Learning Academy
- 8/4 Letter: Shared the intention to pursue a gradual reopening and the possible addition of child care options on campus.

Each school also hosts a private community Facebook page where more informal communication (e.g., questions for school leaders, minor announcements) takes place. These pages are monitored by school and regional leadership to make sure that families can get the information that they need from this source. We will continue engaging families throughout the school year with similar frequency and methods.

Working alongside our parents is critical to our mission and we are adapting our Key Pillar of Parent Power to a virtual environment. One of our longest standing traditions at Rocketship is home visits. Every Rocketship student receives a home visit from their teacher. This year, all home visits are virtual. Home visits are one of the key ways that our teachers build relationships with parents and students.

We knew that parents would have a lot of questions about distance learning so when we decided that we would start 100% virtual, we held multiple **parent information sessions** via Zoom. We shared key information and hosted a question-and-answer session to hear from and communicate directly with parents. We heard from our parents that they wanted more support in guiding their students' learning from home, using the online platforms, and accessing materials. In response, we are hosting a **Distance Learning Parent** prior to the start of school to train parents and caretakers on our distance learning program. These sessions will be held in small groups with teachers and staff; parents will have time to ask questions and give feedback. We will also make these trainings available for parents to reference at a later date on our school Facebook pages and our school COVID websites.

A less formal avenue of parent partnership that we cultivate on our campuses is our Parent Coffees or Cafecitos. These bi-weekly meetings allow parents to meet with their principal in a less formal setting, ask questions, give feedback, and learn more about what is happening in the school. We transitioned our Parent Coffees online in the spring, with several loyal parents continuing to attend. This year we are adjusting the timing of our Parent Coffees to incorporate feedback from parents with work or childcare responsibilities.

CareCorps

The mission of the Rocketship CareCorps is to identify and support our most vulnerable families. Whether families are in need of food, shelter, technology or other resources, it is the CareCorps responsibility to connect families with internal and external resources. The CareCorps is a school level team of individuals willing to do whatever it takes to connect with our most vulnerable families on a daily basis.

Every Rocketship school has designated a CareCorps of at least four educators who are responsible for contacting every Rocketship family, at least twice per week. In the morning, the CareCorps sends a brief wellness survey to all families to ensure everyone feels safe at home and identify any needs in the school community. The team reviews all responses before 12pm and then follows up with direct outreach to families who indicated they need support. The CareCorps then connects families with the services and resources they need, including technology help, food assistance, or housing help.

STAFF ENGAGEMENT

Staff health, safety, and support are at the forefront of our planning for our return to school. We have collaborated with staff throughout this planning process and implemented a variety of strategies to engage staff and gain staff input on these plans including the following:

- **Surveys**: Beginning in May 2020, we have provided multiple all-staff surveys for staff to give input on our distance and in-person learning models as well as share their readiness for in-person work. Once school starts, we will also implement bi-weekly "pulse check" surveys to assess staff experience, distance learning approach, in-person learning approach, and health and safety. Pulse check survey topics will address the following areas:

Pulse Check Survey Topic	Areas covered

Staff Engagement	Satisfaction, Connection, Communication, Inclusion, Sustainability
Covid Response	Mission Continuity, Enablement, Health and Safety
Distance Learning Execution	Questions related to implementation of distance learning (e.g. technology, curriculum, materials, training)
Hybrid/In-Person Model Execution	Questions related to implementation of any in-person elements o work (e.g. health and safety, training, materials, curriculum, staff support)

- **Task Forces:** Staff members -- network staff, school leaders, teacher, and hourly staff -- have been engaged in Rocketship's plans for reopening since the beginning of the summer. This has included a task force focused on our academic model and a regional task force focused on general health, safety, and programmatic considerations. These task forces met weekly during June and July and discussed the following topics:
  - 6/18: Schedule and model, professional development, family engagement, staff roles and responsibilities in hybrid or virtual environments
  - 6/25: Virtual roles and responsibilities, substitutes and leave policies, staff communication, family start of school support
  - 7/1: Virtual and in person roles and responsibilities, arrival, dismissal, and aftercare considerations
  - 7/9: Weekly scheduling and planning days, assessments, Chromebook distribution, CareCorps
  - 7/14: Decision to re-open hybrid v. 100% virtual (prior to Governor's order)
  - 7/22: Distance Learning HR policies, brainstorming on Distance Learning Plus model - e.g. priority in-person activities if we received a waiver
- **Regular Updates:**
  - 6/8: Announced virtual brown bags on our scenario planning
  - 6/27: Shared an update on our health and safety protocols, likely reopening scenario, teacher professional development, and how we are updating families
  - 7/21: Announced virtual reopening
- **Q&A Sessions and Virtual Brown Bags:** We have also provided staff with a variety of opportunities to join and ask questions on our academic model, health and safety measures, as well as HR considerations. Over 100 educators have joined these sessions to date. As we begin the school year, we will continue to provide these opportunities to ask questions and share feedback with regional leaders on a regular basis.
- **School-level planning teams:** As we plan for student programming on campuses, school teams made up of school leaders and staff are making school-specific plans to serve up to approximately 33% of students.

Staff Choice in Supporting In-Person Academic Model Under Waiver
If our waiver is approved, all on-campus work to support this academic programming will be optional for staff through October 31st. Note that, during this time period, there will continue to be some operations work required on campus to support lunch and materials distribution in distance learning. This means that all staff will be provided the opportunity to express their preferences for engaging in in-person activities associated with academic programming on campuses. Additionally, staff members will be able to indicate the types of student engagement they are most comfortable with (e.g. 1:1 assessments or outdoor-only engagement). Each individual school will use this information about staff readiness to determine school-specific plans for implementing student activities. This approach will allow us to begin serving students in-person while also supporting staff members who are not yet ready to return in person. Over time, we hope that all or nearly all staff members will be able to learn from this initial group and feel

comfortable returning in person.

STAGED REOPENING

In our current plans we expect to begin the year by serving 100% of students through distance learning as required by our local health authorities and the Governor's recent order. Below is a more detailed description of the activities we seek a waiver to conduct at this time. We have organized these activities into those activities that are periodic (assessments, IEP evaluations, etc.) and those that we would like to implement on a recurring basis (onsite facilitated distance learning for our most vulnerable students).

Based on the increased needs of our students and families as described in the introduction, we are focused on the three following priorities as we consider in-person activities:
1. Building relationships among schools, students, and families as well as peer-to-peer relationships among students.
2. Providing a safe haven as well as high-quality learning for our most vulnerable students and students of essential workers.
3. Identifying our Rocketeers' academic levels so that we can best personalize their learning--critical to their engagement and achievement.

It is important to recognize that Rocketship's schools are only elementary schools. Thus, we have very young children, especially our 4-6 year olds. Each year, for many of our students, this is their first introduction to school. Moreover, especially for our younger children, there are developmental needs that may only be realized in-person (i.e. how to share and play with others in a positive manner), as well as academic needs (i.e. how to hold a pencil). As COVID-19 seems to be far less virulent among young children (thankfully), we believe that this combined with their unique needs obligates us to try to find a way to safely provide some in-person opportunities and interactions for our children, and most especially our youngest and most vulnerable children.

In terms of our implementation plan, we will be monitoring both external and internal factors to determine whether we are ready to begin specific in-person activities. In terms of external factors, the key items to monitor are what phase the county is in, and whether it is on the watch list or not. In short, if a school is located in a county that is in Phase 1, we will be 100% virtual and will not be able to proceed with any of these activities. If the county is in Phase 2 but on the California Watch List, we will need both waiver approval as well as assurance of school readiness (which will be determined by internal factors). If the county is in Phase 2 or higher and no longer on the California watch list then the internal factors will be the determining factor of when the school will be able to engage in the specified activities. To reiterate, we are not currently applying for a waiver to implement our original 50% hybrid plan as we will wait to see if counties remain on the watch list and our internal learnings from implementing these earlier stages. As of this waiver, in none of these phases would we begin to provide 100% in-person instruction.

EXTERNAL FACTORS			
	Phase 1 Shelter in Place	Phase 2 Watch List	Phase 2 Non-Watch List

		Possible with waiver approval and school is ready	Possible when school is ready
Periodic Activities	No	Possible with waiver approval and school is ready	Possible when school is ready
100% Distance Learning	Only Option	Possible	Possible
Facilitated Distance Learning (defined below)	No	Possible with waiver approval and school is ready	Possible when school is ready
50% Hybrid Approach (defined below)	No	Possible with waiver approval and school is ready (May Apply Later)	Possible when school is ready
100% in Person	No	No	No

Even if Rocketship receives a waiver, if the county moves from on the Watch List in Phase 2 to Phase 1 that would trigger us to immediately shift back to 100% distance learning.

The internal factors we will be looking at to determine whether a school is ready to successfully implement the periodic and recurring activities include:
1. Staff Capacity: the number of staff who have opted to return to campus to provide in-person support.
2. Ability to implement health and safety procedures: Staff who will be supporting students who are in-person at school will need to have completed training for all relevant health and safety procedures.
3. Success with prior stages of implementation: As schools successfully move through these stages of implementation, they will then be able to move forward to subsequent stages of implementation.

INITIAL/PERIODIC ACTIVITIES

We expect the following activities to happen for short periods of time at different points in the school year. If our students are not regularly on campus -- whether in a hybrid approach or 100% in person -- we would need to schedule a rotational approach to students arriving on campus to complete these activities. Below is a description of the various periodic activities we expect to implement, why we would implement them, and how we would implement them.

RELATIONSHIP BUILDING
We are designing physically-distanced activities that would allow for students and teachers to build relationships. Students would rotate on campus to participate in small group activities with their teacher, who will facilitate relationship-building between the teacher and students, as well as build and strengthen peer-to-peer relationships for students. Activities are likely to include opportunities to get to know each other as well as lessons from our socioemotional learning (SEL) curriculum.

Building community is one of our key pillars at Rocketship. We work to ensure our students are developing

an identity as a member of the community through the relationships they build. We see that when students have positive bonds with their peers and teachers and learn ways to have positive social interactions, it builds their confidence in the classroom. It is our aim to ensure that, despite being physically distanced, our students are able to build meaningful relationships at school. We want to ensure that they are able to name the friends they have in the community and an adult at campus that they trust and rely on. In order to do this, we need to have opportunities for our students to practice the skills they are building in their SEL lessons through live interactions with their peers and teachers.

At Rocketship, we provide personalized support to all of our students in academics as well as through a multi-tiered system of support. We know that students having confidence and a sense of belonging is critically important. This is what our SEL curriculum addresses. However, we also know that the trauma students have experienced during this pandemic has been more severe for some than others. We have structures to support students who need more social/emotional support, but to be able to identify those who need the additional supports, we have to be able to assess their interactions with peers in person. We utilize a universal social emotional screener multiple times throughout the year to determine who needs additional counseling services; without having students on campus and without being able to observe student interactions with peers and teachers, we will not be able to accurately assess students' social emotional state.

ASSESSMENTS
We realize our students may be further behind academically than ever before. Therefore, we must adjust our model to meet these increased academic needs and provide continuity of learning across in-person and virtual environments. To understand what learning losses have occurred with our students is dependent on beginning of year assessment. At Rocketship, we have a variety of assessment instruments. These assessments help us measure learning loss and grade level proficiency while also helping us to build individualized learning plans to serve each individual student.

Beginning of year assessments are critical to inform instructional decisions that teachers and school leaders will make throughout the year. The different assessments vary in their ability to be administered at home, due to factors such as access to technology, reliable internet, and teacher support. Two of these assessments are administered 1:1 (ELPAC and STEP), and the other is best administered in a group setting (NWEA). We believe that the data yielded from these assessments will be most reliable if students are tested on campus, where they can receive consistent and equitable support from staff. Moreover, some assessments are not available online and must solely be given in-person. This is especially true for our assessments for our 4-6 year olds (TK-1st). If the waiver is approved, a majority of these assessments will occur on campus while observing strict health and safety guidelines with small cohorts of students rotating on campus to be proctored by a single adult. Student participation in on-campus testing will be voluntary. Families may choose not to have their student come in if they do not feel comfortable. Teachers and students would wear masks, maintain six feet of social distancing, and frequently wash their hands. For 1:1 assessments, Plexi-glass sneeze protection barriers would be used. Test proctors would follow protocols to keep materials such as chromebooks or test books sanitized by wiping them down in between use, wearing gloves, and minimizing the number of people touching certain materials. Because the duration of the counties remaining on the watch list is uncertain, we seek a waiver to complete these assessments as needed throughout the school year.

NWEA MAP: This is an online assessment taken within the NWEA system by all students in grades K through 5. NWEA MAP results provide crucial information about current student achievement and guide RPS decision-making. Given the variation of home testing environments and potential issues

troubleshooting tech problems, we do not think NWEA score will be as valid and accurate when taken remotely and would prefer that all students take this assessment in person. Our youngest students will not be able to take NWEA remotely due to limited tech fluency. If students cannot come to school to test, some grades may take the assessment at home with the understanding that their data is less reliable and subject to additional review. NWEA data validity matters because the scores are used to directly inform our Online Learning Programs, small group instruction, and intervention services, which all offer differentiated instruction for students. Our specific recommendation for NWEA administration differs by grade level.

- Kinder students must take this assessment in person because most of these students do not have enough tech fluency to navigate the assessment without help from school staff.
- Grades 1-2 also have low tech fluency and we would strongly prefer for them to take the assessment in person so a school staff member can help them, but they can take it at home if needed.
- Grades 3-5 may take the assessment at home, but we prefer testing in person for data validity reasons.

To test students on campus, we would schedule time slots with families for them to bring students to school to test. We would test students in small cohorts no larger than twelve students, so they can remain physically distant throughout the assessment. Students would either bring their own device or proctors would provide them with a sanitized device (Chromebook or iPad) to test. Grades K and 1 would also receive sanitized headphones, if they do not bring their own. Proctors will be trained on how to safely administer the test in a physically distant environment. When students finish testing, proctors will sanitize all devices, desks, and seats.

ELPAC: This is a state and federally mandated assessment that is required to be completed in the first 30 days of school, for a subset of students who are identified as both new to California and speak a language other than English. It is estimated that about 1,200 Rocketship students will be identified to take Initial ELPAC this fall, and the majority of students identified to take this assessment are in grade TK, K or 1. It is essential that teachers and school leaders have accurate data to best serve our EL students. We have a limited number of Chromebooks at the beginning of the year, and our TK/K, do not currently have the technology required to take this assessment at home. Not only that, if they did have the technology, most students do not yet have the technological fluency to take this assessment reliably at home.

Students are assessed in four domains--reading, writing, listening and speaking--in a 1:1 environment designed to determine a students proficiency in the English Language. Testing through an online portal, in separate locations, greatly increases the chance for error in determining this proficiency level, which can impact student learning interventions. Students will also be required to navigate the screen and follow many different directions that are posed in English. There is an intensive training that test proctors must go through in order to be able to give this assessment, and support students appropriately as they navigate the technology and need prompting throughout the test. We believe this is best administered in person due to the potential, and likely, language barrier, students' ages, and high level of tech fluency required. Having students attempt to take this test remotely introduces questions around data validity for this incredibly important population of our students.

To test students on campus, we will schedule time slots with families to bring students to school to test. Students would test 1:1, with physically distanced testing stations and Plexiglass shield to protect students and the test proctor. Proctors would follow strict protocols to ensure testing materials are sanitized and safe for use.

STEP: This is a formative assessment that evaluates students' literacy skills to help teachers understand students' current literacy levels. Students must pass each STEP level to advance to the next one. Literacy level understanding is critical to our instructional decisions. Teachers analyze STEP data to identify areas for additional instruction in foundational literacy as well as comprehension of texts. Our understanding of a student's STEP level informs *every* part of our literacy instruction. Student groups during guided reading are based on a student's reading level, lesson differentiation is based on a student's reading levels, online learning program goals are based on a student's reading level, homework is based on a student's reading level. We believe that our students deserve a world-class education, and we can only provide that if we have the most accurate representation of our students' reading levels, as determined by our administration of STEP.

STEP testing is most accurate when proctored one-on-one, in person. While we can conduct some aspects of the STEP assessment remotely if necessary, we must test students in early literacy (STEP 0 - STEP 3) in person. In TK-G2, critical parts of the STEP assessment include phonological and phonemic awareness, print awareness, alphabetic knowledge, alphabetic principle, decoding, reading decodable texts, identification of irregular and high-frequency words, and reading fluency. These components of early literacy require physical materials and physical skills. To pass early literacy STEP levels, students must demonstrate an understanding of the aforementioned components (i.e., opening a book, reading from left to right, one-to-one correspondence, side sweeping, etc). Demonstration of these physical literacy skills can only be achieved in person. If students cannot come into school to test, they will not be tested on STEP. This will adversely affect our ability to provide personalized, differentiated literacy instruction to our students, thereby longitudinally hindering student progress on reading levels.

Students above STEP level 3 may test remotely, though we would strongly prefer to test all students in person.

To test students on campus, we will schedule time slots with families to bring students to school to test. Students would test 1:1, with physically distanced testing stations and Plexiglass shield to protect students and the test proctor. Proctors would follow strict protocols to ensure testing materials are sanitized and safe for use.

	In Person	**Virtual**
NWEA (Kinder)	Must be in person	No
NWEA (Grades 1-2)	Strongly Preferred	Possible
NWEA (Grades 3-5)	Preferred	Possible
STEP (Up to Level 3)	Must be in person	No
STEP (Above Level 3)	Strongly Preferred	Possible
ELPAC	Strongly Preferred	Possible

IEP EVALUATIONS
In order to minimize delays and improve the quality of our evaluations, we want to conduct priority IEP evaluations in person. For in-person evaluations, we will prioritize evaluations based on timelines and if we

are unable to meaningfully complete evaluations virtually. We believe it is critical to complete these IEP evaluations in person in order to minimize the delay in accurately assessing students' needs as well as ensuring that students are properly identified and benefiting from their legal protections. We will continue to prioritize holding IEP meetings virtually.

ONSITE CHILDCARE
While we believe we have the existing approval to expand our partnership with YMCA from just aftercare to full childcare from 8-5pm Monday through Friday, we wanted to include it in this application for full transparency. Based upon their successful experience running camps this summer, YMCA has already setup similar partnership with other school districts in California to expand their aftercare support to full day childcare. Rocketship is in current discussions with the YMCA to replicate this same expansion at our campuses.

The program would be required to follow all applicable health and safety requirements. It would likely consist of one adult per twelve students in a cohort with two to four cohorts per campus. They would maintain stable cohorts for at least a three week period. Based on campus capacity, Rocketship would partner with YMCA to prioritize students among our most vulnerable students as described below. Rocketship is working with YMCA to find sufficient funding for the program as well as to limit the cost for families. While YMCA would be responsible for determining the daily programming and running the program, we think this is an exciting opportunity to immediately support students to engage in Facilitated Distance Learning (defined below) with the support of YMCA staff.

FOOD DISTRIBUTION
While we believe we have the existing approval to distribute food to our students and families as we did in the spring, we wanted to include it in this application for full transparency. During school closures due to COVID-19, it is essential that our students, families, and communities can continue to access breakfast and lunch. School-provided breakfast and lunch enable children to continue to get healthy and nutritious meals, maintain a healthy immune system, and focus on their studies through distance learning.

We are planning for Rocketship schools to distribute meals to families in accordance with the CDE and USDA rules and guidelines. For our distance learners, our current plan is to serve meals on Tuesdays (3 breakfast meals and 3 lunch meals for Tuesday, Wednesday, and Thursday consumption) and Thursdays (2 breakfast meals and 2 lunch meals for Friday and Monday consumption).

At any time when we have students on campus during meal hours, we plan to serve daily breakfast and lunch during their normal meal times. All meal service will be provided in a small-group setting (either outdoors or typically in the classroom) to ensure student and staff safety, avoiding exposure between cohorts of students.

DAILY INSTRUCTION
We plan to begin to bring our most vulnerable students back to campus on a daily basis in a gradual staged fashion in order to better facilitate their access to learning. The pace with which our schools bring back students will be campus-specific based on their capacity--both the number of staff to support learning as well as staff to support the implementation of health and cleaning procedures--as well as the school's continued success in implementing each stage of their implementation.

In addition to the periodic activities implemented at the beginning of the school year, schools will begin to offer Facilitated Distance Learning (defined below) to our most vulnerable students (defined below). We do not expect students to exceed approximately 33% of a school's total enrollment. In certain situations, where there is a coincidental match between the vulnerable students--special education, TK, Kinder--and the teachers who chose to return, then the instruction would look similar to our hybrid model.

Scale and Pacing

As mentioned above in the stakeholder engagement section, schools will determine the final scale and pacing of their stages in collaboration with all stakeholders--both families and staff. We will be conducting surveys to determine family interest and need to return in person. Concurrently, we will be working with staff to determine their interest in working in-person on campus with students. Based on these ongoing surveys, schools will determine how many students they can safely support on campus.

A sample schedule is included below:

		PERIODIC ACTIVITIES					RECURRING ACTIVITIES				Combined
						Total Students				Total Students	Combined
		Materials	NWEA	STEP	ELPAC	Per Day	SwD	Essential	TK/K	Per Day	Total Per Day
Week 0	8/3	100	0	0	0	100	0	0	0	0	100
Week 1	8/10	100	0	0	0	100	0	0	0	0	100
Week 2	8/17	0	TK (60)	TK (60)	0	120	0	0	0	0	120
Week 3	8/24	0	K (60)	K (60)	0	120	0	0	0	0	120
Week 4	8/31	0	1st (60)	1st (60)	TK (60)	180	40	50	0	90	270
Week 5	9/7	0	2nd (60)	2nd (60)	K (60)	180	40	50	0	90	270
Week 6	9/14	0	0	0	1st + (60)	60	40	50	0	90	150
Week 7	9/21	0	0	0	1st + (60)	60	40	50	0	90	150
Week 8	9/28	0	0	0	0	0	40	50	0	90	90
Week 9	10/5	0	0	0	0	0	40	50	60	150	150
Week 10	10/12	0	0	0	0	0	40	50	60	150	150
Week 11	10/19	0	0	0	0	0	40	50	120	210	210
Week 12	10/26	0	0	0	0	0	40	50	120	210	210

Facilitated Distance Learning

Below we have detailed descriptions of the plans we have developed for 100% Distance Learning as well as Hybrid Instruction to serve approximately 50% of students in-person. During this waiver period, we believe it is important to also offer Facilitated Distance Learning (FDL) in order to have students in-person on campus yet remain flexible on which staff were on campus to support students to engage in distance learning. The benefit for students and families would be a safe place for students to engage in distance learning with support from school staff. This would not only improve student engagement in distance learning and provide students an opportunity to engage with their peers but it would also solve family challenges for those who are essential workers as well as those who can not access distance learning at home. Because we are likely to have a mix of both certificated and non-certificated staff willing to return to campus, the role of staff in FDL would be to manage a consistent cohort of students to engage in distance learning while in-person at school. Each staff member and their cohort of students would be assigned a single classroom for their regular use. We would provide FDL five days a week for students.

During a school day, that student cohort on campus would use their laptops to engage in distance learning provided by their certificated teachers. While the cohort of students would be on campus, their teacher could be providing the distance learning instruction to the cohort from either the teacher's home or a separate social distancing space within the school. The role of the staff member who is physically with the specific student cohort would be to provide constant supervision across the course of the school day to ensure students remain on task and provide any necessary support. If the staff member supporting the

cohort is a certificated staff member they would be able to also provide direct instruction to the students in that specific cohort. Conversely, non-certificated staff would be limited to supporting the students to engage in distance learning. One exception to this, is if the non-certificated staff was also trained as a tutor and thereby they could implement small group tutoring as well.

Both the staff member and students in a particular cohort would follow our health and safety procedures -- including maintaining stable cohorts, physical distancing guidelines, mask requirements, and other requirements detailed below in our health and safety guidance.

Most Vulnerable Students
Each school would prioritize in-person attendance among its most vulnerable students. We believe our most vulnerable students include students with disabilities, homeless students, foster students, students of essential workers, and other students whose learning may be challenged during distance learning due to individual or family circumstances. In addition to these students, if schools have the capacity they may choose to bring back students in our lowest grades (TK or Kinder) given the particular challenges these students have in effectively engaging in distance learning combined with the particular benefits for these students of the socialization aspects of in-person schooling. Depending on which staff indicate a willingness to return for in-person instruction, instruction for these students may look like Facilitated Distance Learning or it could look like Hybrid Learning if the grade level staff for that particular grade level decide to return.

The number of students that a campus would be able to support will be determined by the number of staff who have opted in to support students in person with the total number of students no larger than approximately 33% of a school's total student population. As mentioned above, each campus will also determine the pace at which these students will return to campus.

Distance Learning
The distance learning model we launched last March showcased our commitment to our community and the innovative spirit of our educators. As we prepare to start the 2020-21 school year in distance learning again, we will build on the strengths of the model we developed last spring and implement new features to further enhance student learning at home, including:

- **3 Hours Daily Live Teaching.** We are increasing daily live teaching for students to an average of 3 hours per day. As we learned last spring, daily blocks of live teaching are critical to promote student engagement, social emotional development, and interaction with classmates. Specific schedules will differ by campus, grade, and student need.
- **Small Group Instruction.** Small group instruction is a key component to our personalized learning model when students are in classrooms. Our enhanced distance learning model will build on this practice and provide small group instruction on a daily basis to ensure we continue to meet the individual needs of each and every Rocketeer.
- **On-Demand Learning.** We fully understand that full-time distance learning places a significant burden on parents and caregivers to help facilitate student learning at home. We will continue to produce recorded content for our Rocketeers and leverage our adaptive online learning programs and Rocketship Goals platform to support independent learning that can adapt to the schedule of our families. Every Friday will be a full day of on-demand and independent student learning.

<u>Academic Program - Distance Learning Launch</u>
Rocketship's academic program will continue to follow our standards-based, internally-developed curricula for ELA and STEM. These curricula, including lessons and activities, will be supplemented by Rocketship's Social Emotional Learning curriculum and independent online learning programs. Rocketship is adjusting instruction to account for distance learning by incorporating virtual platforms, such as SeeSaw, and by making edits to its curricula.

Each school is holding a Digital Learning Academy from August 10th - 12th to train our parents and caregivers on distance learning programs, schedules, and expectations. The Distance Learning Academies will be conducted via Zoom with small groups of families and their teachers. In order to further onboard students to distance learning, all Rocketship students will begin the year with a "Unit 0", designed to help build relationships and online routines.

To account for a greater than expected content-mastery summer loss and greater knowledge gaps due to an extended school closure and varied participation in distance learning at the end of the 19-20 school year, Rocketship's Humanities curriculum will be modified in the following ways:
- Second graders will start with Phonics for the first half of the year (to remediate learning loss).
- Additional 20 mins a day of Social Emotional Learning Time (40 min daily) reallocated from Thematic Unit block to account for a Unit 0 at the start of the school year.
- Shift in benchmarks and Scope and Sequence Maps to increase time for reading corrective instruction (revised Scope and Sequence for Humanities is attached as an artifact for reference)

Rocketship's Science Technology Engineering & Math curriculum will be modified in the following ways:
- Extended time at the beginning of the yearly scope & sequence map before the start of Unit 1 to provide targeted review of end-of-year 19-20 content and/or high-priority prerequisite skills from previous grades.
- Greater flexibility for teachers on placement of small group instruction days within units to accommodate knowledge and skill gaps as assessed on pre-unit diagnostics, coupled with aligned training and support on unit planning.
- Shift in placement of science units within yearly Scope and Sequence Maps to increase time for math corrective instruction.

Rocketship has also adjusted its bell schedules and instructional blocks to accommodate distance learning schedules.

<u>Instructional Technology</u>
In the spring of 2020, the Rocketship network made the decision that 100% of Rocketship students will be assigned a school Chromebook for the 20-21 School Year. Our goal is that 100% of students have their own device within the first week of school's start. In addition to assigning school devices to every student, our staff is working with each family on WiFi connectivity. Many of our families already had WiFi prior to school closure. Other families needed support in signing up with a service provider for internet connectivity at home. A small subset of our families were unable to obtain WiFi service, either because of cost or due to their living circumstances. For these families we are providing internet hotspot devices so that their students can engage in all our distance learning programming. We will be distributing these materials to families during our registration and on an ongoing basis as needed.

During our Digital Learning Academy, we will also walk our families through caring for their devices and explain how to reach out for tech support. We know that issues may arise with our technology during distance learning, so we have assembled a tech team at both campuses to support families directly with any technology problems that come up quickly.

<u>Student Materials</u>
At the beginning of the school year, we equip each of our Rocketeers with a book buddy (similar to a backpack but easier to hang on a hook) and school supplies. We do this to ensure that all of our students

have the necessary materials to engage fully on campus and at home. We are not letting our virtual start keep materials out of the hands of our students. In addition to Chromebooks, all students will also receive a materials kit that will include math manipulatives, developmentally appropriate pencils and paper, a white board and markers, and other grade-level specific materials. Once we can transition to a hybrid model these bags will double as chromebook carriers.

Fridays: On-Demand Learning & Teacher Planning and Prep
We know that full-time distance learning places a significant burden on parents and caregivers to help facilitate student learning at home. To provide students and families with more flexibility, students will not receive live instruction on Fridays (other than Launch and live SEL lessons in the morning), but instead will focus on independent student learnings and on-demand pre-recorded content lessons.   Our teachers will use their time on Fridays to focus on instructional planning and providing feedback on student assignments.

Ensuring Equitable Education for All Students
Our distance learning program allows us to offer individualized support for all students--including English Learners (ELs), foster youth, low-income students, and students with IEPs/504s--through elements such as individual communication with students and families, personalized technology, data-driven instruction, and personal feedback. Additionally, our staff will connect at least weekly with families to understand their needs through our weekly wellness survey, and one-on-one follow-up communication. School leadership will meet regularly to discuss students who are struggling and determine how to offer additional assistance. We will also track attendance and engagement for all of our students, following up with any families whose students have not been regularly engaging in distance learning. We will track attendance at live lessons, online learning goal completion, and participation in google classroom. These measures will come together to show us overall and specific engagement and academic data.

English Language Learners
ELs will continue to receive all required services during Distance Learning. We are working to provide beginning of year ELPAC testing in-person if possible but will provide virtual testing if unable to do in-person.

For integrated ELD instruction, we will emphasize skills in the speaking and listening domain. Monthly discourse benchmarks have been established to help instructional leaders monitor progress. Content instruction will now include an "Access for All" component, that provides guidance in teaching language skills. This component will be present in each lesson of Thematic Unit (HUM) and number story step back (STEM). These blocks have been selected to feature the Access for All component, given the emphasis on discourse. To ensure that STEM, HUM, and ISE teachers will be ready to support English Learner, summer PD will focus on identifying EL's, understanding language proficiency levels, and Integrated ELD.

Given that last spring there were decreased opportunities for students to engage with their peers and express ideas in Academic English, we anticipate that language proficiency levels of our ELs will decrease. As a result, Designated English Language Development will continue to be a priority block in the 20-21S Y. Language development will occur in the afternoon during SGI instruction time. Students will receive direct language instruction 1-2 times per week (20 minute DELD block). When students are not meeting with their teacher for DELD, they will be engaging in independent language learning. For students in grades TK-2nd, DELD Units will be created centrally and assigned in SeeSaw. They will be designed to address the four language domains: listening, speaking, reading, and writing. For students in grades 3-5: Students will be enrolled in Duolingo for Schools. Based on their ELP level, students will be assigned to a beginning, intermediate, or advanced course. Summer PD on designated ELD will focus on supporting teachers in identifying the path towards proficiency and understanding the language levels of their students.

Transitional and waived students (students who are classified as EL but are near graduating from that status) will continuously be monitored for progress and placed into services if progress and goals are not being met.

<u>Students with IEPs and 504 plans</u>
To the greatest extent possible, Rocketship will implement student IEPs and 504 plans. One of the most important considerations in our planning for distance learning is how we will continue to meet the needs of our students with special needs. Our bell schedule includes time for Individualized Education Plan (IEP) service minutes for all students with disabilities following their IEP. Students with disabilities will be able to access all tier one content detailed in the bell schedule, and will receive their IEP services during "guided reading" and "independent work time" blocks of the bell schedule. During the guided reading block, students with disabilities will still participate in one guided reading rotation with their general education Humanities teacher and general education classmates, and will also have an additional weekly small group lesson with a certified Special Education teacher. Rocketship is committed to providing all necessary academic, behavioral and related services for all students with disabilities while we are 100% virtual. Students that have Occupational Therapy, Speech and/or Language Therapy and Physical Therapy will receive those services from a certified provider during one of their flex times throughout the day. Our Special Education team, including related service providers, will connect with families one on one before the first day of school to schedule student services.

Rocketship will continue to complete all Student Support Team Meetings, evaluations, and IEP meetings to the greatest extent possible in the virtual learning environment. During last school year, IEP meetings were held via Zoom and parents and IEP team members were provided with electronic copies of documents. Additionally all communication with families, as well as any services provided or missed were documented.

<u>Professional Development</u>
During a traditional school year, all Rocketship teachers would participate in three weeks of in-person professional development sessions prior to the first day of school. To account for the virtual environment, Rocketship has made several modifications to its professional development sessions to ensure all our staff participate in effective, high-quality professional development prior to their first day with students. We know that our staff perform better when they are prepared; so we have adapted our professional development to include training on using virtual platforms. The adjustments to professional development also include training for school leaders.

Other updates to professional development include:
- Session facilitators and planners are asked to select the modality most appropriate for them, such as a live virtual professional development hosted over Zoom, on-demand learning modules, or some combination of both.
- Screen Time Maximum: Given the mental stamina required for online sessions, special care will be given to the total active screen time participants are asked to be in per day (no more than 5 hours per day online for completely virtual sessions).
- Professional development covers the adjusted curriculum (as described in the "Academic Program" section), virtual bell schedules, family communication, and more.

Hybrid Learning
While we are not currently seeking a waiver to implement our full Hybrid learning plan for approximately 50% of students from every grade level, we are seeking a waiver to implement this hybrid learning model for lower grades (TK, Kinder, and 1st grade) because we believe these students most benefit from in-person instruction. Below is a description of what that learning will look like for students in TK-1st grade. A couple of key differences from Facilitated Distance Learning is that we are assuming that we have sufficient staff (2 humanities teachers, 1 STEM teacher, 1 ILS, and 1 special education teacher) to provide in-person grade level instruction. In addition, while student cohorts will remain stable and separate, instead of just one adult

with that cohort per day, we may have as many as four adults (HUM teacher, STEM teacher, ILS, Special Education teacher) working with each cohort.

Our hybrid model will include both in-person learning days at school and distance learning days at home. We do not have enough capacity at school to reduce the density of students on campus and meet physical distancing guidelines for all students so we designed a hybrid model that includes approximately 50% of students on campus at any one time. This model will help us both protect the health and safety of our students and staff while also ensuring students continue to benefit from in-person learning at school. To accommodate guidance from our local public health authorities, our hybrid school model will split our student population into two cohorts. We are calling these student cohorts *Trailblazers* and *Pioneers* (individual campuses may choose different names for the cohorts at their campus). Each cohort will include up to 20 students per class.

We will operate an alternating weeks schedule. In week 1, the Trailblazers cohort will learn on campus while the Pioneers cohort is engaged in our distance learning program at home. In week 2, Pioneers will come to campus while Trailblazers learn at home. On Fridays, all students will be at home in distance learning while our teachers teach students virtually and prep for both cohorts of students.

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Trailblazers on campus	*Trailblazers* on campus	*Trailblazers* on campus	*Trailblazers* on campus	*Trailblazers* distance learning
Pioneers distance learning	*Pioneers* distance learning	*Pioneers* distance learning	*Pioneers* distance learning	*Pioneers* distance learning

WEEK 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Trailblazers distance learning	*Trailblazers* distance learning	*Trailblazers* distance learning	*Trailblazers* distance learning	*Trailblazers* distance learning
Pioneers on campus	*Pioneers* on campus	*Pioneers* on campus	*Pioneers* on campus	*Pioneers* distance learning

While student cohorts will remain in a single classroom through the school day in Hybrid learning, other aspects of the school day for students in hybrid learning will look very similar to a typical Rocketship school day with daily blocks of instruction with their HUM teacher, STEM teacher, and ILS. With 50% or fewer of any grade level's students on campus any particular week, grade level teachers will be freed up to provide the synchronous instruction for students who are virtual that week.

HUM

We believe that all literacy instruction is best facilitated in person, and feel this is especially true in early literacy. Early literacy requires teachers to teach and monitor a student's progress on reading skills such as phonological and phonemic awareness, print awareness, alphabetic knowledge, alphabetic principle, decoding, reading decodable texts, identification of irregular and high-frequency words, and reading fluency. This type of instruction requires a great degree of physical instruction and visual modeling (i.e., move your finger from left to right, manipulate your mouth into an oval shape to make the long /ō/ sound, write the letter s, etc), which is best done in person, so that the teacher can provide clear visual instruction and subsequent support to students. In our hybrid model, this type of instruction would take place during the phonics, guided reading and designated English language instruction blocks.

Research also suggests that interactive read aloud, dialogue and discourse are critical to developing essential language and literacy skills in emergent readers. In our hybrid model, we prioritize reading aloud *and* facilitating a language-rich discussion environment with our students during our thematic unit and designated English language instruction blocks.

We will also provide social emotional lessons in-person in both Humanities and STEM, so that our students can develop both intra- and interpersonal skills, such as sharing experiences, expressing emotions, developing empathy, negotiating complex social interactions and establishing and maintaining healthy, nurturing relationships. We believe it is important to take the time to develop and nurture the whole child, and have prioritized social and emotional development and interactions throughout the day.

STEM

We believe that many early childhood concepts of mathematics are best investigated and developed via in-person experiences - such as early number sense, basic concepts of counting and cardinality, and early explorations of shape. We would prioritize our instructional work in a hybrid model - leveraging our in-person time with students for the highest priority content of the grade level:
- Focus on counting, cardinality, the base-10 system and exploration of basic operations.
- Deep use of manipulatives with daily counting collections work to build 1-to-1 correspondence and cardinality ideas which must be done physically and in-person.
- Additional time for assessments which must be delivered verbally.

Special Education

We are particularly excited about the opportunity to bring our students with disabilities back to campus in order to receive in-person instruction. If we are able to implement the hybrid model, it would provide increased time for students with disabilities in general education classrooms with both their general education peers and teachers as well as additional time with their special education teachers and paras. While we have seen a range of outcomes from our students with disabilities in the spring through distance learning, we strongly believe that in-person instruction would be particularly beneficial for our students with disabilities for the reasons just mentioned.

Health and Safety Protocols & Procedures

As described in greater detail below, we will follow all requirements and many of the recommendations in Santa Clara County Public Health's "COVID-19 PREPARED: Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year" (June 30, 2020).

Layers of Protection

The risk of transmitting COVID-19 at schools can not be eliminated, but it can be significantly reduced. The model changes and health and safety measures described below create multiple layers of protection for staff and students on our campus. We understand that we can not expect everyone, especially young children, to comply with all of these measures 100% of the time. By creating multiple layers of protection our system is not vulnerable to failure if a single measure described below is not adhered to by everyone all of the time. This approach will allow us to continue to create a positive, joyful learning environment while still protecting the health and safety of our community.

Cleaning and Disinfection

Procurement of cleaning items (and PPE)

We have a national contract with Cintas, which comes to each school each week to replenish custodial supplies. This gives us much better pricing, access, and comfort that we are using consistently high-quality products. Most items in this document can be procured (and replenished weekly) by Cintas, which is a large national company with strong supply chains and quick response time. However, there is no guarantee that they wouldn't run out of product at some point. We have worked with them to make large upfront purchases of many of these items to "stockpile" in our own warehouses heading into the year. Then Cintas can continue replenishing each school's stock as usual -- but then when/if Cintas runs out of an item (e.g. sanitizer, disposable masks), we can dip into our own stockpile instead.

It is worth noting that any disinfectant has a specific "dwell time" or "contact time" -- the number of minutes it must sit wet on a surface before being wiped off in order to kill the virus. Our current product that will be used on desks and other high-touch areas during the school day has a dwell time of 90 seconds, the disinfectant we will use during our nightly cleaning has a dwell time of 10 minutes.

Nightly cleanings

Every school will be disinfected every weeknight, typically using an electrostatic sprayer. Electrostatic sprayers disinfect entire surfaces more thoroughly and efficiently than manual spraying and wiping, including cleaning the "back side" of areas sprayed. Once each school has an electrostatic sprayer, they will have the option to (a) have their custodial company use it each evening (along with a Rocketship-provided disinfecting product), or (b) build time into an Ops Specialist's schedule for him/her to use it after evening custodial work or very early in the morning before other staff arrive. This will provide a "deep clean" each and every night.

In-day cleaning in high-touch/common areas

At least twice per day (e.g. 10am, 2pm), a Day Porter, Ops Specialist, or other staff member will disinfect "high touch" areas, typically using an electrostatic sprayer. This will include areas such as:
- All door handles (interior and exterior)

- All touched parts of bathrooms (faucets, soap dispensers, toilet flushers, etc.)
- All touched parts of the staff room and offices (copy machine buttons, refrigerator handle, coffee maker buttons, water dispenser buttons, sink fixtures, etc.)
- All railings
- All light switches
- All countertops
- Door frames and other key areas at student height
- Any other frequently-used areas of the school
- All staff will be encouraged to wipe down their cell phone with disinfectant periodically

During summer PD, teachers will be trained on what to disinfect in their room daily, and will be giving a checklist to reference. With adults rotating across classrooms, they will work together to wipe down high touch areas at the end of one teacher's block before the next adult begins their block.

Any staff doing this cleaning will be trained in how to ensure the proper dwell time is met, etc. In addition, schools will disinfect the highest-touch areas in a very targeted way -- such as:
- Each time a teacher takes their class to the bathroom to wash hands, the teacher or another staff member will wipe down the bathroom fixtures afterward with disinfectant and paper towel.
- Schools will keep disinfectant wipes (or disinfectant and paper towels) by the copy machine and have staff members wipe the touchpad and any other part they come in contact with after they use it

DISINFECTING STUDENT MATERIALS

An increasing amount of research is showing that the vast majority of COVID transmission happens "person to person" -- not "surface to person." However, we should still work to ensure that very few materials are used by multiple students, given that there is some opportunity to share the virus this way. Any time materials do need to be used by more than one student, they will be disinfected between students. Each classroom will have:
- A book bin labeled "Book Bin - Wait 24 hours before lending out to the next Rocketeer" that is used as a hold place for books for 24 hours before another student can use it.
  - Paper materials do not need to be disinfected as long as we wait until the next day for another student to use them, though the covers of books should be disinfected.
- A bin labeled "Items to be Sanitized." This is used to hold items (other than books) that need to be disinfected (sprayed with disinfectant and wiped with a paper towel (with one new towel per item to avoid spreading virus from item to item) OR sprayed with the electrostatic sprayer before others can use them.
- Each student will have their own bin/pencil box for class materials, which is labeled and only used by that student.

PHYSICAL DISTANCING & COHORTING

STUDENT LOCATIONS/COHORTING

Students (and adults) will maintain a physical distance of 6 feet wherever possible. This means that desks will be spaced six feet away, measured from the middle of the desk, wherever possible. (Desks can be a bit closer if needed to fit in the classroom, but they should be close to 6 feet apart.) Desks will be all faced in the same direction in order to help prevent droplets from one person's breathing from carrying virus to someone else.

We will strive to have students stay in the same location as much as possible. This means:
- Each student will stay in one classroom with a stable set of classmates for most of the school day (including lunch)
- Each student will have one desk only used by him/her for the week

We will remove rugs from classrooms, even if there is space for them. Rugs cause students to touch the ground, including in places others have stepped and may have tracked the virus. They are much harder to truly disinfect than hard surfaces. And it is harder to ensure that Rocketeers are maintaining physical distance and facing the same direction while on a rug.

There will not be any type of Lost & Found, so all adults should put extra effort into helping students keep track of their belongings. Items will be removed from the building daily.

Each school will define a separated area for students with symptoms to wait for parents or guardians to pick them up.

HEALTH SCREENINGS FOR STUDENTS AND STAFF

Health Screening Process: Every building will have limited entry/exit points, with entrances only in use when a staff member is there to screen every person who enters. Nobody (student or staff) should enter the building without first being screened by a trained staff member. The screening will include:
1. Contactless temperature check *(must be below 100.0 degrees to enter)*
   - *The EEOC has issued guidance that employers <u>can</u> take employees' temperature (confidentially) to assess whether they have COVID-19 symptoms*
2. Visual inspection *(must be following our mask protocols, and not exhibiting any signs of sickness to enter)*
3. Question: "Have you (has your child) experienced any of the following symptoms in the past two weeks: fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, or loss of taste or smell?" *(must answer "no" to enter)*
4. Question: "Have you (has your child) been in contact with anyone who has been diagnosed with COVID" *(must answer "no" to enter)*
5. Hand sanitization *(must sanitize hands at stand to enter)*

The school will keep a confidential electronic log recording anyone not permitted to enter based on fever, other symptoms, or exposure, noting the reason and the date. Business Operations Managers will ensure the Arrival team has a list of people who should not be admitted on campus that day, each morning ahead of arrival. If any of these families arrive when they are not scheduled to, a School Leader will be radioed to assist in welcoming them back on campus, making sure they have adhered to all the requirements to return, or explain why they still can not be on campus.

Rocketeers Health Screening Logistics: The health screening procedure listed above will take place at arrival while Rocketeers remain in their car and/or with their guardian. This is critical because if a Rocketeer does not pass the health screening they will need to go home immediately; thus, guardians cannot drop off students until the screening is complete. If a student is not wearing a mask (or their mask looks visibly dirty), a disposable mask will be given to them.

Staff Health Screening Process: Campuses will determine the window of time their staff health screening will take place and communicate that out. Staff will not be able to enter the building without wearing their

mask and passing the health screening procedure outlined above. Campuses will need to determine their own window of Staff Health Screening based on staffing. Arrival for students will be "all hands on deck" so it will be difficult (unless you have proper staffing) to overlap the Staff Health Screening Process with the Student Health Screening Process. *Example: Staff Arrival: 6:45AM - 7:10AM and then student arrival kicks off at 7:15AM, providing a 5 minute grace period in between.*

MOVEMENT WITHIN THE SCHOOL

QUEUEING (LINING UP)

We will place decals on the floor to show what a safe (6-foot) distance looks like, with clear indications that people should stand on each decal, with one person per decal. These should be placed anywhere people queue (line up), such as:

- In the front office
- Outside the door to the front office
- Outside each restroom (student and staff)

MOVEMENT THROUGH THE SCHOOL

We will have many fewer student transitions than usual, given that students will stay in one classroom throughout most of the day instead of rotating locations. However, sometimes classes will need to "move together as a cohort" (e.g. to PE or to the restroom to wash hands), and other times individual students or adults will be moving through the school alone. To make this as safe as possible, we will take measures such as:

- There will typically be one point of entry to the campus all day and throughout all systems and the entrance needs to be staffed to ensure a health screening happens before entering campus.
- Have no more than one person in an elevator at once, or two if required to accompany a student
- Separate into "up" and "down" stairwells wherever possible, with clear signage
- Floor stickers in classrooms, hallways and stairwells will be placed to show adults and students where to stand to maintain 6 feet of distance.
- Each school will take any other measures it can think of to ensure physical distancing is maintained

BATHROOM SYSTEM

- Focus will be on scheduled all-class bathroom breaks
- A bathroom should be used by 1 student at a time (1 out, 1 in); schools will each create a system for monitoring "1 out, 1 in" for student bathrooms
- For kids who need to use the restroom outside of the bathroom breaks, the campus will create a plan to either 1. Escort individual Rocketeers or 2. Monitor bathrooms
- Rocketeers will not use the bathroom on their own without a monitor, as it will be impossible to ensure physical distancing
- Each bathroom will have a cleaning bin (gloves, disinfectant spray & paper towels) for adult use only
- Each time a teacher takes their class to the bathroom to wash hands, the teacher or another staff member should wipe down the bathroom fixtures afterward with disinfectant and paper towel

FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR

Face coverings are one of the most effective ways of preventing virus spread, but only if they are used very carefully. We are starting the year with a protocol of:

- **All students grades K-5 are required to wear a mask anytime they are away from their own desk.** Masks are mandatory when moving throughout the school (common spaces, hallways, stairwells, arrival, dismissal, outdoor launch/PE/recess time), even when maintaining physical distancing. These spaces have unpredictable traffic flows so it is safer to wear masks at all times in these areas.
  - **Rocketeers will have the opportunity to take breaks from their masks when sitting at their appropriately-spaced desks during lessons and during their lunch period.** It is important to us to provide an option for Rocketeers to take a break from their masks while it is certain they will maintain physical distance.
    - When students are not wearing masks, **the class will not sing, shout, or do any loud chants**, etc. -- as this can transmit droplets further than normal speech.
    - Before a teacher starts circulating the room (coming within 6 feet of students), all students will put their masks back on
  - **Transitional kindergarten students** are highly encouraged (though not required) to wear masks in their classrooms as well
  - **Rocketeers with sensory issues, developmental issues, etc.** can work with their Principal to come up with an alternate plan before their first day on campus. (Principal must approve and school leaders and teachers must be looped in to the decision). In these cases, a Rocketship-provided face shield hat might be a better option for Rocketeers with sensory issues.
  - If any families simply don't want their student to wear a mask due to personal preference, we will explain to them the importance of this and try to change their minds. If they still refuse, we will typically require the student to move to 100% virtual learning.
  - Any student who wishes may wear a face shield in addition to their mask, though shields are not required and we are not providing them
- **All staff are typically required to wear a mask at all times.** Masks are mandatory when moving throughout the school (common spaces, hallways, stairwells, serving meals, arrival, dismissal, outdoor PE/recess time), even if the staff are maintaining physical distancing. These spaces have unpredictable traffic flows so it is safer to wear masks at all times in these areas.
  - **When teachers are leading a lesson** in front of the class (maintaining a full 6+ feet of separation), they have the option to remove their mask and **instead wear a face shield**. This will allow Rocketeers to see facial expressions and still reduce the risk of COVID transmission. This protocol is in line with the California Department of Public Health / CalOSHA guidance released on 9/17/20, which states that "*In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.*" Rocketship serves many young students given our TK-5 grade span -- and serves many English Language Learners -- so we very much appreciate this guidance that creates an opportunity for teachers to use shields instead of masks in specific circumstances as needed to support high-quality instruction, as long as other safety measures are in place.
  - **When eating lunch**, staff may remove their masks to eat. They will remain 6+ feet from all others, and ideally eat outdoors if weather and space constraints permit.

- **All other people entering campus (e.g. elevator maintenance person, plumber, IT support, etc.) are required to wear a mask at all times.** They must also pass the entry screening as described above
- **It is critical that staff and students make every effort to sanitize hands before and after touching masks.** This is a point we must emphasize again and again, as otherwise the very act of touching the mask/face can both spread germs from hands to the mask/face, and germs from the mask/face to other places in the school.
- **Rocketship will provide reusable face masks to staff and students at the start of the year**, and will also allow staff and students to choose to wear their own cloth masks instead, as long as the masks are made of multiple layers, cover the nose and mouth without gaping at the sides, and stay on the user's face well without adjusting. **All cloth masks should be washed after each day they are used.**
- **Schools will have disposable masks on hand at all times.** A disposable mask will be given to someone in any of the following situations:
  - They forgot to bring a mask
  - Their mask was touched by another person
  - Their mask fell on the floor/ground
  - There is any other reason to believe that their mask is dirty
  - NOTE: In these situations, a note/text should be sent home to emphasize the need to wash the student's mask

As the year progresses, we could potentially reconsider these protocols if our assessment of risk changes in a region due to data on infection rates, more knowledge about COVID transmission, and/or changing public health guidelines.

How to use a mask -- Teacher example: *Ms. Z is teaching her Rocketeers from the front of the classroom, remaining 6+ feet away, so she has chosen to wear only a face shield -- allowing her students to see her mouth when she speaks. When students then start working independently, Ms. Z wants to check in with each student. She sanitizes her hands (to avoid getting germs from her hands onto her mask), puts on her mask, and then sanitizes her hands again (to kill any germs from her mask that just got onto her hands, as she may end up touching student desks or work.) Ms. Z then circulates the room, coming within 6 feet of each Rocketeer as she checks in with him/her individually. When she finishes, she heads back to the front of the room, sanitizes her hands once again (to kill any germs she picked up from students before touching her face), removes her mask, and sanitizes her hands a final time (to kill any germs she just picked up from the mask itself or her face.) If Ms. Z wanted to skip some of those steps of hand sanitizing, she could -- for instance, if she is sure she didn't touch anything while circulating, she wouldn't need to sanitize again before taking off her mask -- but the less sanitizing while touching masks/faces, the higher the risk of spreading the virus.*

How to use a mask -- Student example: *Jameela is sitting at her desk learning, wearing no mask since she is 6+ feet away from others. When she is given permission to go to the restroom, she puts on her mask, and then sanitizes her hands on the way out the door (to kill any germs she just got on her hands from her mask). She washes her hands with soap and water after using the restroom, and then sanitizes her hands again on the way back in the door, just in case she touched any railings on the way back, etc. Jameela takes off her mask only once she is back at her desk.*

GLOVES

We currently recommend that gloves should typically only be worn (a) by anyone doing significant cleaning (more than a quick spray of classroom desks) and (b) by anyone serving food -- teachers for breakfast and Ops staff for lunch. Food servers will wear gloves while serving, and should change gloves if they accidentally touch their face or anything else likely to harbor germs. Other staff and students should <u>not</u>

typically wear gloves, as they do not provide any better protection than handwashing/sanitizing, and they are an additional added cost to the school and burden for the user. However, if an unusual situation occurs wherein a teacher needs to touch something that could be contaminated, he/she should wear gloves just for this moment, per our typical practice, and dispose of them afterward.

FRONT OFFICE SNEEZE GUARD
Each school will have 1 plexiglass "sneeze guard" provided for their front office for the Office Manager and Office Assistant to sit behind.

HEALTHY HYGIENE PRACTICES

HAND WASHING
Students and staff will clean their hands regularly throughout the day -- washing with soap and water for 20 seconds whenever possible, as this is significantly more effective against viruses than using hand sanitizer Schools will strive to find ways for students to thoroughly wash their hands at the following times:
- Upon entering school, before touching their desk for the first time and eating breakfast, if possible
- Before lunch
- After using the restroom
- Any other times during the day when it is reasonably convenient for Rocketeers to wash their hands -- e.g. after PE, after Recess, any other time they'd be near a restroom

If it is not possible to wash with soap and water at these times, students can use hand sanitizer instead, though this is not fully as effective. With multiple bathrooms, each school has multiple hand washing stations. Schools have also been authorized to acquire additional mobiel hand washing stations if so needed.

HAND SANITIZER USE
Though washing with soap and water is the best way to remove the virus from hands, we will also use hand sanitizer regularly throughout the day as an additional opportunity to disinfect hands. We will mount a contactless hand sanitizer dispenser inside the door in each classroom and other frequently-used room (e.g. SL office, staff room, etc.), and also purchase enough bottles of sanitizer for each classroom to have one in each as well. Students and staff will need to sanitize their hands:
- On their way into the building
- Any time they enter the classroom or other room
- Any time they exit the classroom or other room
- After breakfast
- After lunch
- When putting on and removing face masks (often this will coincide with entering/leaving the room)
- After any extended period when they haven't had a chance to wash hands

Our vendor Cintas will install these hand sanitizers for free in every classroom and other often-used space (building entrance, staff room, offices, etc.) as long as we keep purchasing refills from them, which they will restock into our supply closet every week. We will also rent freestanding hand sanitizer stands to use at entrances (so every adult and student sanitizes on the way into the building upon arrival), outside in the PE area, etc.

Airflow and Ventilation

We will encourage staff to open windows to promote air flow when it is possible and makes sense. However, windows should not be open if they will cause a safety concern (e.g. falling, triggering a student's asthma, etc.) Each school needs to create protocols to ensure all windows are closed and locked at the end of each day, e.g. could assign an Ops Specialist to check every room, and the custodial service to double-check each night. We are also working with our HVAC vendors to increase the MERV rating on our air filters to better filter out viruses, and using freestanding air purifiers where appropriate, e.g. in small breakout rooms without their own vents.

Water

All water fountains will have a bag over them, with a sign saying "Not in use" or something similar. Otherwise, this could be a hotbed for virus transmission, given students touching their mouths to the fountain, dribbling water that has touched their mouths back into the fountain, and even just breathing on the fountain while drinking. It is critical that Rocketeers and staff have access to water throughout the day, so campuses will find solutions including asking families to send water bottles, installing freestanding water dispensers (to be used only by adults even for refilling student bottles), and/or providing plastic water bottles for students.

Shared adult equipment

Schools will consider having only 1-2 assigned users for each of the following pieces of equipment to avoid sharing germs touching them:
- Poster printer
- Laminator
- If feasible, copy machines

Either way, the school will keep disinfectant wipes next to each piece of equipment to allow staff to wipe them down after use

Use of common spaces for adults

Any space that could hold multiple adults (SL office, Staff Room, etc.) will be clearly labeled with the maximum room capacity based on the square footage and a need to respect a physical distance of 6 feet between people. We can mark shared tables/desk spaces with tape to show where to sit to allow for the 6-foot distance.

Identification and Tracing of Contacts & Testing of Students and Staff

One of our key strategies for reducing COVID transmission risk is monitoring COVID diagnoses, symptoms (**fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, loss of taste or smell**), and exposure, and having the impacted people stay home until they are "cleared" to return. However, it is critical that we do whatever we can to avoid this feeling punitive or embarrassing or isolating -- instead messaging to our community that it is something we are all doing as we work to reduce risk for the entire school community.

The Rocketship Bay Area team will compile a list of COVID testing sites/resources near our schools, along with details about each, such as cost (often free at government sites) and requirements (e.g. some need a prescription). This list can be given to anyone we are requiring to be tested.

Below is a table laying out our protocols for when staff or students should stay home, and under what

conditions they may return. We have attempted to be as comprehensive as possible, but other situations will come up where school, regional, and national Rocketship staff will work together to use their judgement to decide what steps to take -- of course in partnership with local health officials. We will note to staff that public health experts emphasize that the important thing here is not actually identifying 100% of people with any symptoms -- but rather creating a culture where people are openly communicating about symptoms and working together to reduce the level of risk in the building. Parents need to know that they'll be supported if their kid has symptoms and has to stay home, and students need to know that if they have symptoms they'll still be part of the class but just at home, engaging in a different way.

A summary of the table below would be:
- If somebody on campus exhibits symptoms of COVID or has been exposed to a confirmed case of COVID, they need to stay home per the protocols below, but in many cases, nobody else at the school needs to stay home or get tested
- If somebody on campus receives a positive COVID test, they need to stay home per the protocols below AND anyone on campus who has spent time with this person also needs to stay home as well
- A possible closure of the entire school might be recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with local public health officials. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

Situation	Protocol for this person	Protocol for the school

Situation A: Someone calls in sick with a fever or any other COVID symptom	• They (or their parent/guardian if this is a student) should be given our list of local testing sites and be told that they should have a COVID test done
	• If the test comes back negative, before they can return to campus they must still do both of the following:
	  ○ Be symptom/fever-free for at least 72 hours
	  ○ Submit evidence of the negative test
	• If the test comes back positive, follow the protocol in Situation E, below
	• If the person does not get a COVID test, they must quarantine at home for 14 days and be symptom-free for final 72 hours before return
	• NOTE: This person probably only has a cold or flu -- but we are still following this protocol just to be safe
		• Nothing changes, unless the person's COVID test comes back positive (see Situation E below). Until then, all students and staff may typically continue attending school

Situation B: Someone is identified during building-entry screening as having a current fever, or as having had any COVID symptom within the past 14 days	• They may not enter the building • Their name and information must be recorded in the confidential electronic log (see above) • They should then follow the exact same procedure as Situation A, above • NOTE: This person probably only has a cold or flu -- but we are still following this protocol just to be safe	• Nothing changes, unless the person's COVID test comes back positive (see Situation E below). Until then, all students and staff may typically continue attending school

Situation C: Someone passed the initial screening when arriving, but then later exhibits any COVID symptom while on campus	• They should leave campus as quickly as possible • Until they can leave, they should be separated into an area away from others, wearing their mask. However, be thoughtful not to leave a sick child alone in a room for an extended period in a way that could feel confining in a scary way • They should then follow the exact same procedure as <u>Situation A</u>, above • NOTE: This person probably only has a cold or flu -- but we are still following this protocol just to be safe	• Nothing changes, unless the person's COVID test comes back positive (see Situation F below). Until then, all students and staff may typically continue attending school
Situation D: Someone was exposed (outside of school) to a <u>confirmed</u> case of COVID	• They (or their parent/guardian if this is a student) should be given our list of local testing sites and be told that they should have a COVID test done. Receiving their test results will allow us to identify any cases that may have resulted in additional exposures within our schools. • They must quarantine at home for 14 days after last exposure, regardless of test results (also must be symptom-free for final 72 hours before return)	• Nothing changes, unless the person's COVID test comes back positive (see Situation E below). Until then, all students and staff may typically continue attending school

Situation	Protocol for this person	Protocol for the school

<u>Situation E:</u> Someone (the "index person") has a positive COVID test result	• The "index person" must stay home from campus until they complete all of the following:
	  ○ Notify the school of the test results immediately so we can follow proper protocols
	  ○ Quarantine for at least 14 days (not entering campus). Students can do distance learning during this time if/when they are well enough.
	  ○ Be symptom/fever-free for at least 72 hours immediately before returning
	  ○ Submit evidence of a negative COVID test, if possible based on local testing availability/cost. If this is not possible, may still return if have completed the other items on this list.
		• Notify public health authorities of the confirmed case
		• Decontaminate all places that the "index person" has been (classroom, bathrooms, etc) per local Dept of Health standard, or CDC if there's not a local standard
		• <u>Notify everyone who has shared a space with the index person during the prior seven days</u> about their exposure, and require each of them to stay home until they quarantine at home for 14 days after last exposure, regardless of test results (also must be symptom-free for final 72 hours before return)
		  ○ They (or their parent/guardian if this is a student) should also be given our list of local testing sites and be told that they should have a COVID test done. Receiving their test results will allow us to identify any cases that may have resulted in additional exposures within our schools.
		• If the "index person" is a student, this will apply to their entire cohort and all adults who oversee this cohort (teachers, ILS, ECC, Ops Specialist, etc.)
		• If the "index person" is an adult, this will apply to all cohorts they oversee
		• This also applies to anyone else who has spent time with the "index person" in a room together, such as teachers who have eaten lunch in a staff room at the same time, or SLs who have sat down together for a meeting, or Ops Specialists who have worked in the servery together, or a para who has worked with a student
		• This does <u>not</u> apply to anyone who has only interacted with

		the" index person" in passing, such as someone who has passed them in the hall, opened their car door at arrival, or used the same bathroom

STAFF TESTING

We have several protocols and recommendations in place to reduce the risk that any staff with asymptomatic COVID enter our buildings. These include

We require that any staff returning from outside their overall metro area (e.g., Bay Area staff returning from outside the nine counties of the Bay Area) either receive a negative test or quarantine for 14 days before entering our school campus or any other Rocketship work space
- Option A: Wait 5 days after returning, and then take a COVID test and submit negative results to HR.
- Option B: Wait 14 days after returning

We encourage all staff who will regularly be on school campuses to be routinely tested.
- Rocketship will strive to maintain up-to-date information on local testing options, including free options wherever possible. Given the availability of free options, we are not currently providing reimbursement for testing
- As we first kick off instructional activities with students on campus, we strongly request that all staff who will be on campus first be tested and submit their test results to HR.
- Rocketship will encourage routine testing (e.g. every other month) of all staff regularly on campus.
- Rocketship will monitor testing availability and public health agency recommendations, and update this guidance accordingly -- including more clearly defining how regular precautionary testing should be.

STAFF LOCATIONS AND MEETINGS

GENERAL PHILOSOPHY

We will work (within reason) to keep adults away from each other -- as if any adult tests positive for COVID, any other adult he/she has been in close contact with is at risk, and needs to stay home and get tested as well. Schools are encouraged to be creative about how to accomplish this in all aspects of the day.

MEETINGS

Schools will hold as few group meetings as possible. Schools will be trained on their options for meeting locations, which are (in order from least risky to most risky):
- *Best option, no added risk* Via Zoom, even if located the same building
- *Good option* Outdoors, 6+ feet apart, with masks
- *Least preferred option* Indoors, 6+ feet apart, with masks *(if one person later tested positive for COVID, the others would likely have to stay home and quarantine)*
- It is not an option for adults to meet closer than 6 feet apart
- It is not an option to meet without masks on

Lunchtime can easily be one of any workplace's riskiest times of day, as having adults near each other without masks is one of the riskiest things anyone can do. Our staff will be trained on the options for staff lunch locations, which are (in order from least risky to most risky):

- *Good option* In their own classroom, to the side 6+ away from students
- *Good option* Outdoors, 6+ feet apart
- *Least preferred option* In the staff room, 6+ feet apart *(if one person later tested positive for COVID, the others would likely have to stay home and quarantine)*
- It is not an option for adults to eat lunch closer than 6 feet apart

CLASSROOM OBSERVATIONS

School Leaders may observe classrooms during the day as long as they wear masks, stay close to the doorway (6+ feet from anyone else), sanitize hands on the way in and out, don't touch things in the room, and don't stay in the room for very long. With these precautions, there will not be a large risk of them spreading virus across classrooms.

COMMUNICATIONS PLANS

As shown in our appendices, Rocketship has regularly, clearly, and transparently communicated with staff and families throughout the COVID-19 pandemic. Going forward, our plan is to maintain that regular, clear, transparent cadence of communication across channels and in the preferred languages of our families. If our waiver is approved, we will communicate with families and staff about the details of that waiver, much as we previewed in our communication letting families and staff know we would be applying in the first place (the English version of that parent email is here).

One important part of our regular communications plan is to use many different channels to reach our families where they are. Every parent email will continue to be posted on our COVID webpage in all languages. A link to the parent emails will be texted to all families, and the emails will be posted in each school's closed Facebook group. School leaders will also share the news verbally during virtual Launch (morning assembly) and offer parents feedback opportunities at monthly parent coffees.

Santa Clara County Public Health has put out sector-leading guidance for communicating to families and staff if there is a COVID case on campus (pages 30 and 31). Rocketship plans to use these tables of situation, response and communication across our network, as well as utilize the provided letter templates with Rocketship-specific edits. These letters would be posted on the same channels as all regular communications.

STAFF TRAINING AND FAMILY EDUCATION

Staff Training and Support

The existing Rocketship model invests deeply in educator training, development and support. Staff receive over five hours of development each week and regular individualized coaching, in addition to three week of virtual training this summer. In preparation for this year, additional development opportunities are being provided in the following areas:

- Health and Safety Procedures (see section above) -- School Leaders (~5 staff per campus) have

already received multiple trainings on our protocols. In addition, all school staff are being trained through multiple means:

- ○ First, all school staff is receiving a written summary of our protocols, which they must read and then confirm they have read and understood before they enter campus.
- ○ Second, any staff who will work on campus will be provided training on our health and safety procedures.
- ○ Third, each campus will have a COVID Lead who will be responsible for providing ongoing training on protocols as well as remain up-to-date on the evolving public health guidance.

- Social Emotional Learning -- Throughout the summer we dedicated time to prepare our teachers with strategies for social emotional learning. We provided training on how to best recognize the signs of trauma as well as means to effectively support students social-emotional needs. Staff have also been trained to provide an increased amount of SEL support in the coming school year.
- Virtual Learning -- Throughout our summer training we have built in opportunities to teach our school leaders and staff different distance learning approaches and equipping them with new tools. In our content training for teachers we made sure to introduce them to the virtual learning platforms parallel to their content training to ensure teachers were able to embed the virtual platforms into their lessons and lesson rehearsals. We will continue to build our teachers' technical virtual skills.

Additionally, as we phase in more in-person work, we will work to meet the needs of staff requiring special medical accommodations. While in this initial phase of in person learning staff will opt-in to working in person on campuses, when we move into our hybrid learning model, we will continue to provide a limited number of virtual-only positions for staff who require medical accommodations or those who wish to apply to remain fully virtual.

Sick leave

In an effort to support the health and safety of individual staff and lessen risk to the school community, staff who have Covid symptoms should not be on campus. In addition, staff who have been in close contact with individuals confirmed to have Covid19, are required to quarantine.

The following leave programs have been implemented for such instances.

Option 1: Temporary Remote Work Application (TRW) - team members who experience minor symptoms have the option of submitting an application to his/her direct manager for 1 or 2 days of remote work; applications must be submitted within one hour of shift start or during daily health check; this option is also available to team members during the incubation and quarantine periods and would extend up to 5 days during such instances

Option 2: Paid Sick Leave (FFCRA) - team members who "seek medical diagnosis " as a result of symptoms will be eligible for up to 14-days of paid sick leave; should staff members experience illness beyond the 14-day window, PCL will be initiated for an additional period of 7-days

Option 3: Personal Crisis Leave (PCL) - team members who exhaust FFCRA leave and who have not fully recovered, will be extended up to 7-days additional of paid sick leave; team members who are not eligible for telework will also be eligible for PCL in cases of minor symptoms and/or during the incubation period

Option 4: Medical Waiting Period (MWP) - team members who experience symptoms and who do

not to seek medical diagnosis immediately (to initiate eligibility for FFCRA) will be extended the option to use PTO or to request unpaid leave

Staff mental health supports

Staff health and wellbeing is at the forefront as we plan for the coming school year - whether in distance learning or in-person return. We know that the pandemic presents unique challenges and stress for educators and are taking many proactive steps to support the mental health of our staff at this time. Current initiatives include:

- **Scheduled flexible time for planning and self-care**: Educators will have at least 2 hours a week built in for flexible time that can be used for self-care and mental wellbeing. During this time, we will provide opportunities such as yoga and drop in hours with mental health providers.
- **Accessible mental health services:** Rocketship provides employees access to an Employee Assistance Program to support immediate mental health needs as well as support for financial or legal challenges. Additionally, we have worked to outline specific mental health related supports through our benefits providers.
- **Dedicated coaching for School Leaders:** We are expanding an existing partnership with an education-specific mental health coach who specializes in supporting school leaders and school staff to build sustainable practices, to avoid burn out, and to promote post-traumatic growth through crisis.
- **Ongoing promotion of mental health supports:** We are increasing our communication of all of the supports and opportunities available to staff to promote mental health and wellbeing. HR Business Partners and campus-based mental health providers are serving as champions of this work to ensure all staff know how to access the help they need.

Family Education

It is our core belief that family engagement and education of our COVID response and protocols are essential to the successful implementation of our plans. As a result, Rocketship has prioritized providing multiple opportunities for families to learn and engage in our application and implementation of new procedures. As further described in the family engagement section above, these efforts include:

- **Family Orientation:** Family meeting to discuss, in-depth, new safety protocols and measures. Review of staff, student, and parent expectations.

- **Weekly Parent Coffee:** Weekly discussion with School Leadership regarding reopening plans and new health and safety procedures

- **Parent Handbook:** Every family receives a Parent Handbook that details all procedures, policies, and practices that will be followed for reopening and the school year.

- **Regional Focus Groups:** A team of lead parents from each school meet regularly to discuss reopening plans and provide feedback. These lead parents are also introduced to all plans and health and safety measures.

Rocketship Discovery Prep

Explore the performance of Rocketship Discovery Prep under California's Accountability System.

Suspension Rate	**English Learner Progress**	**English Language Arts**	**Mathematics**
Green	No Performance Color	Orange	Green

Basics: Teachers, Instructional Materials, Facilities	**Implementation of Academic Standards**	**Parent and Family Engagement**	**Local Climate Survey**
STANDARD MET	STANDARD MET	STANDARD NOT MET	STANDARD NOT MET

School Details

Optional Narrative Summary

Completed By Rocketship Discovery Prep

Although RDP tests ELs on CELDT every year, the school did not receive a color performance level in Fall 2017 because CELDT labels with prior year scores were incomplete for a number of students and the total students included in the calculation did not meet the threshold to be included on the dashboard. While the status and change levels are reported on the tabs "Status and Change Report" and "Detailed Report", please use caution when viewing because it is not representative of our EL students.

NAME
Rocketship Discovery Prep

ADDRESS
370 Wooster Street
San Jose, CA 95116-1095

WEBSITE
http://www.rocketshipsc...

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

Orange

9.6 points below standard

Maintained 2.8 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	1 Yellow
0 Green	0 Blue	

Mathematics

LEARN MORE

Green

5.8 points above standard

Declined 9 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	0 Blue	

English Learner Progress

LEARN MORE

No Performance Color

58.1% making progress

Declined 30.8% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

2.7% suspended at least once

Declined 1.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	**0** Orange	**2** Yellow
3 Green	**1** Blue	

Local Indicators

LEARN MORE	LEARN MORE	LEARN MORE
Basics: Teachers, Instructional Materials, Facilities	**Parent and Family Engagement**	**Local Climate Survey**
STANDARD MET	STANDARD NOT MET	STANDARD NOT MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

9.6 points below standard

Maintained 2.8 Points

Number of Students: 168

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Yellow

Socioeconomically Disadvantaged

Green

No Students

Blue

No Students

No Performance Color

African American

American Indian

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

68.5 points above standard

Increased 45 Points ▲

Number of Students: 17

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

0.8 points above standard

Declined 5.8 Points ▼

Number of Students: 17

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

120.2 points below standard

Declined 5.9 Points ▼

Number of Students: 19

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners

Orange

11.3 points below standard

Maintained 2 Points

Number of Students: 100

Hispanic

Orange

20.9 points below standard

Declined 3.1 Points ▼

Number of Students: 135

Socioeconomically Disadvantaged

Yellow

11.9 points below standard

Increased 3.8 Points ▲

Number of Students: 150

Distance From Standard (Grades 3-8)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2015	2016	2017
Grades 3-8	46.7 points below standard	12.4 points below standard	9.6 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
59.7 points below standard	55.7 points above standard	29.5 points below standard
Maintained 0 Points	Increased 6.6 Points ▲	Declined 12.6 Points ▼
Number of Students: 58	Number of Students: 42	Number of Students: 49

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

5.8 points above standard

Declined 9 Points ▼

Number of Students: 165

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Hispanic

Green

English Learners

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

African American

American Indian

Asian

Filipino

Homeless

○ ○ ● ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

95.4 points above standard

Increased 26.6 Points ▲

Number of Students: 17

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

30.3 points above standard

Declined 3.1 Points ▼

Number of Students: 17

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

97.5 points below standard

Declined 52.5 Points ▼

Number of Students: 19

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic

Yellow

5.4 points below standard

Declined 11 Points ▼

Number of Students: 132

English Learners

Green

5.9 points above standard

Declined 5 Points ▼

Number of Students: 100

Socioeconomically Disadvantaged

Green

4.8 points above standard

Declined 6.7 Points ▼

Number of Students: 149

Distance From Standard (Grades 3-8)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.
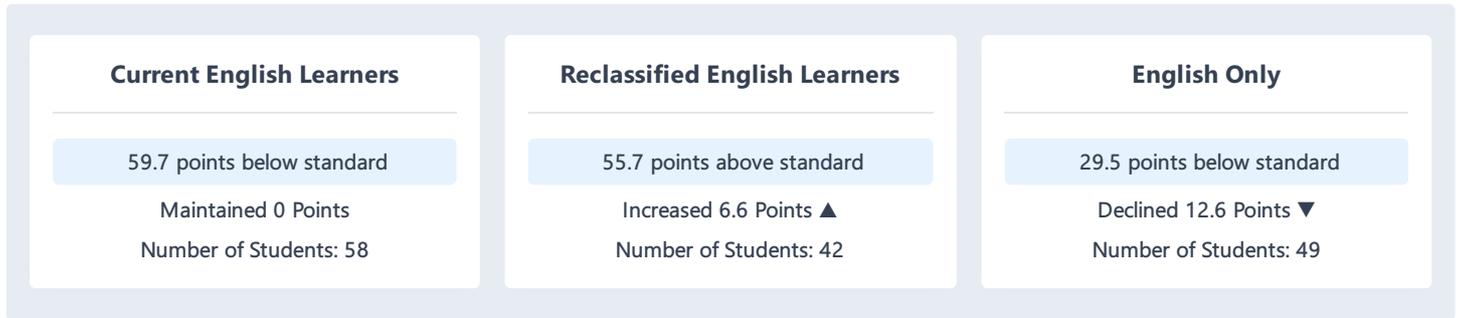
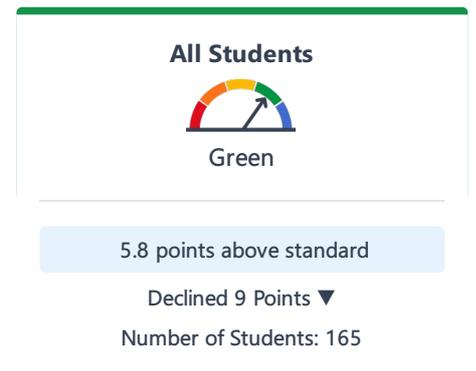|	2015	2016	2017
Grades 3-8	16.5 points below standard	14.8 points above standard	5.8 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.
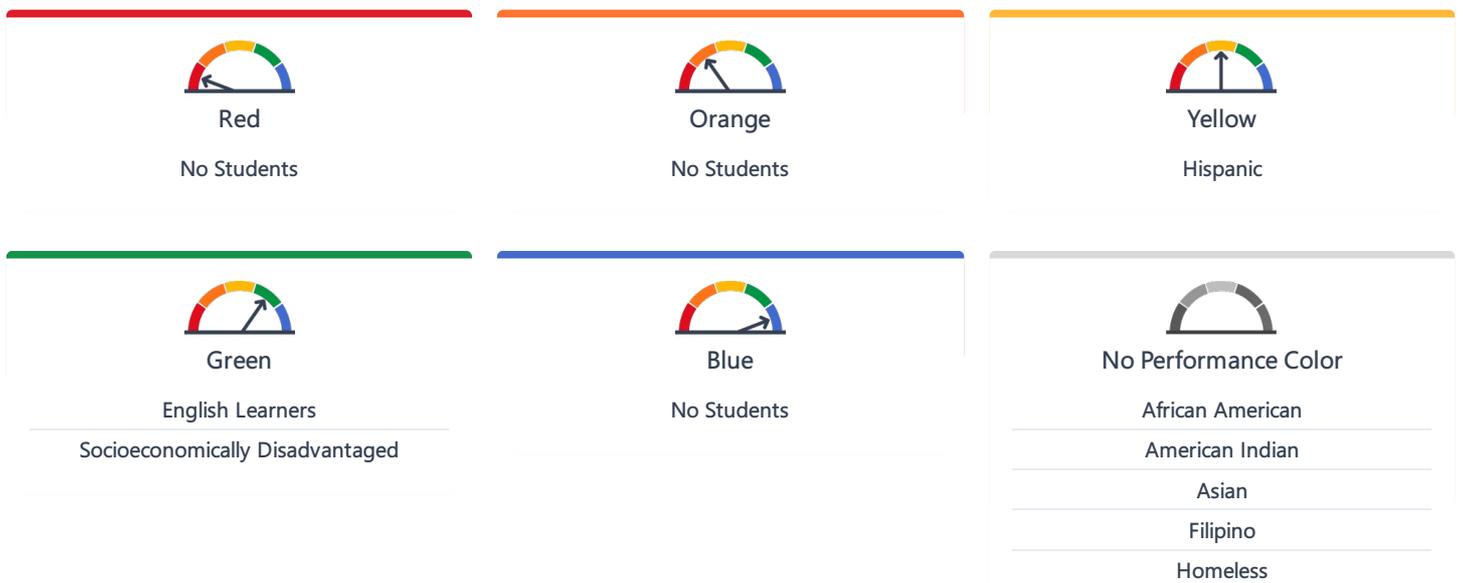
Current English Learners	Reclassified English Learners	English Only
40.4 points below standard	69.9 points above standard	14.1 points below standard
Declined 13 Points ▼	Increased 14 Points ▲	Declined 33.2 Points ▼
Number of Students: 58	Number of Students: 42	Number of Students: 46

English Learner Progress

English Learner Progress Indicator

Additional information on English learners in grades kindergarten through grade 12 who made progress towards English proficiency.

	2015	2016	2017
English Learner Progress	82%	88.9%	58.1%

LEARN MORE
English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed

%

Level 3 - Moderately Developed

%
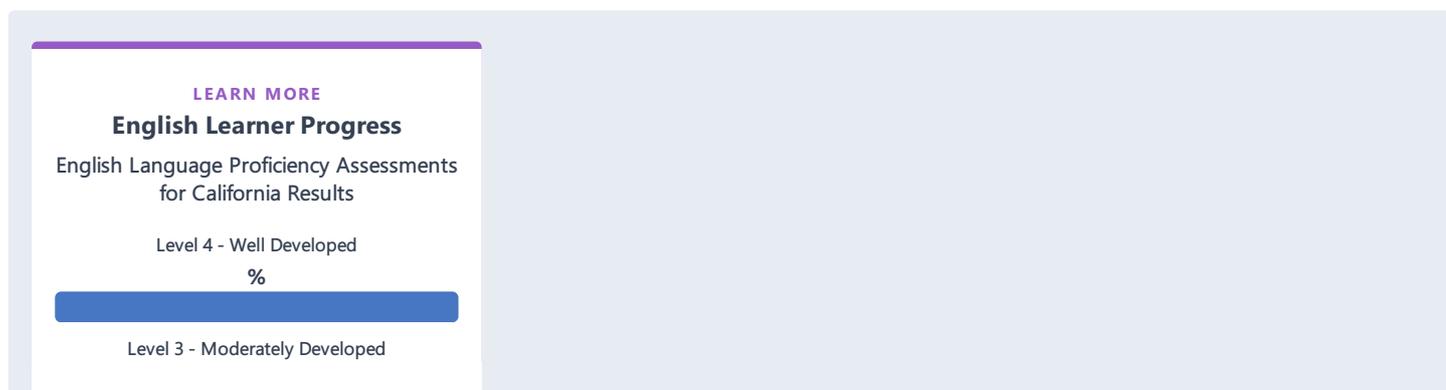
Level 2 - Somewhat Developed

%

Level 1 - Beginning Stage

%

Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

"The Humanities block is focused around our Rocketeers mastering literacy through a personalized and thematic approach. Thus, each day, it is critical that our Rocketeers deeply immerse themselves in this thematic unit and the content so that they can master the Enduring Understandings as well as gain the tools and skills necessary for them to be fervent, excellent readers and writers. The objective of the Humanities block is not to perceive each block as separate (i.e. writing v. reading comprehension v. guided reading) components, but rather they should feed off of one another to build our Rocketeer's depth of understanding, engagement, context, and ability to move even faster in their mastery and engagement.

We define a thematic approach as aligning and integrating the majority of the content students receive throughout the day within a theme. Our Thematic Units are mostly aligned on a topic or an idea. For instance, when the unit is aligned on a topic, students might learn about life cycles of fish and amphibians through informational articles while they read a story such as Fish is Fish to obtain character's perspective of a tadpole, growing up to become a frog. Alternatively, a thematic unit may align on an idea. For example, when students read Roll of Thunder Hear My Cry, a book about America during the Great Depression, students may read informational texts about leaders throughout history who have stood up for what they believe in - a theme that reveals itself repeatedly throughout the text.

Our thematic units are built to help students arrive at an enduring understanding--a statement that summarizes the big ideas that are central to the unit and provides the rationale around why these ideas are important and transferrable to students' lives. The units are not built solely around the specific (historical, etc.) content. Many of our nonfiction texts will help students better build their background knowledge of science and social studies topics that are required for each grade level based on NGSS and California History Standards. Our nonfiction texts are mapped out to teach students a set of skills or a historical timeline over a period of several years. For example, from 4th to 5th grade, students will learn about the age of exploration to the modern era. Our scientific texts are meant to closely align with the timeline and content of the science units in STEM classrooms. This means that sometimes narrative texts will align on an idea, not necessarily a topic."

Academic Engagement

View data about academic participation.

There is no data available for this report.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Green

2.7% suspended at least once

Declined 1.8% ▼

Number of Students: 518

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Hispanic

Students with Disabilities

Green

English Learners

Homeless

Socioeconomically Disadvantaged

Blue

Asian

No Performance Color

African American

American Indian

Filipino

Foster Youth

Two or More Races

White

African American

No Performance Color

7.7% suspended at least once

Declined 0.6% ▼

Number of Students: 13

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

0% suspended at least once

Declined 15.4% ▼

Number of Students: 11

Hispanic

Yellow

3.1% suspended at least once

Declined 0.8% ▼

Number of Students: 416

Students with Disabilities

Yellow

12.8% suspended at least once

Declined 6.4% ▼

Number of Students: 39

English Learners

Green

3% suspended at least once

Declined 1.6% ▼

Number of Students: 297

Homeless

Green

2.3% suspended at least once

Declined 1.2% ▼

Number of Students: 43

Socioeconomically Disadvantaged

Green

2.8% suspended at least once

Declined 2% ▼

Number of Students: 429

Asian

Blue

0% suspended at least once

Declined 6.4% ▼

Number of Students: 57

Suspension Rate By Year

Percentage of students who were suspended.

	2015	2016	2017
Suspension Rate	0.4%	4.5%	2.7%

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD NOT MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Rocketship administers a survey to all parents during the winter of each year. This survey is created with the input of several teams, including School, Achievement and Family Engagement to gauge parent satisfaction with Rocketship schools across several categories. This comprehensive survey is tailored specifically to the needs and goals of Rocketship, and serves as a common marker across the organization on parent feelings toward the school. It is used for measuring progress against LCAP goals, among others.

Our goal, based on a 2016-17 baseline, was to have 27% of parents attend at least one event per month. 26% of parents responded saying that they attended at least one school event per month. We failed to meet our goal by 1 percentage point.

STANDARD NOT MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the

public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Rocketship administers two different surveys to gauge school safety and connectedness. This includes a question in the parent satisfaction survey which is offered to all parents in all grades. It is available in Spanish and Vietnamese to our parents who need translations. The student safety survey is administered to one cohort per grade for grades 3-5.

Our goal was 93% of parents feeling safe at school and 92% of students feeling safe at school based on 2015-16 baselines. 82% of our parents felt the campus is safe, and 74% of students felt safe, for a difference of -11% and -18% respectively.

Rocketship Discovery Prep

Explore the performance of Rocketship Discovery Prep under California's Accountability System.

Chronic Absenteeism
Orange

Suspension Rate
Green

English Learner Progress
No Performance Color

English Language Arts
Orange

Mathematics
Green

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET
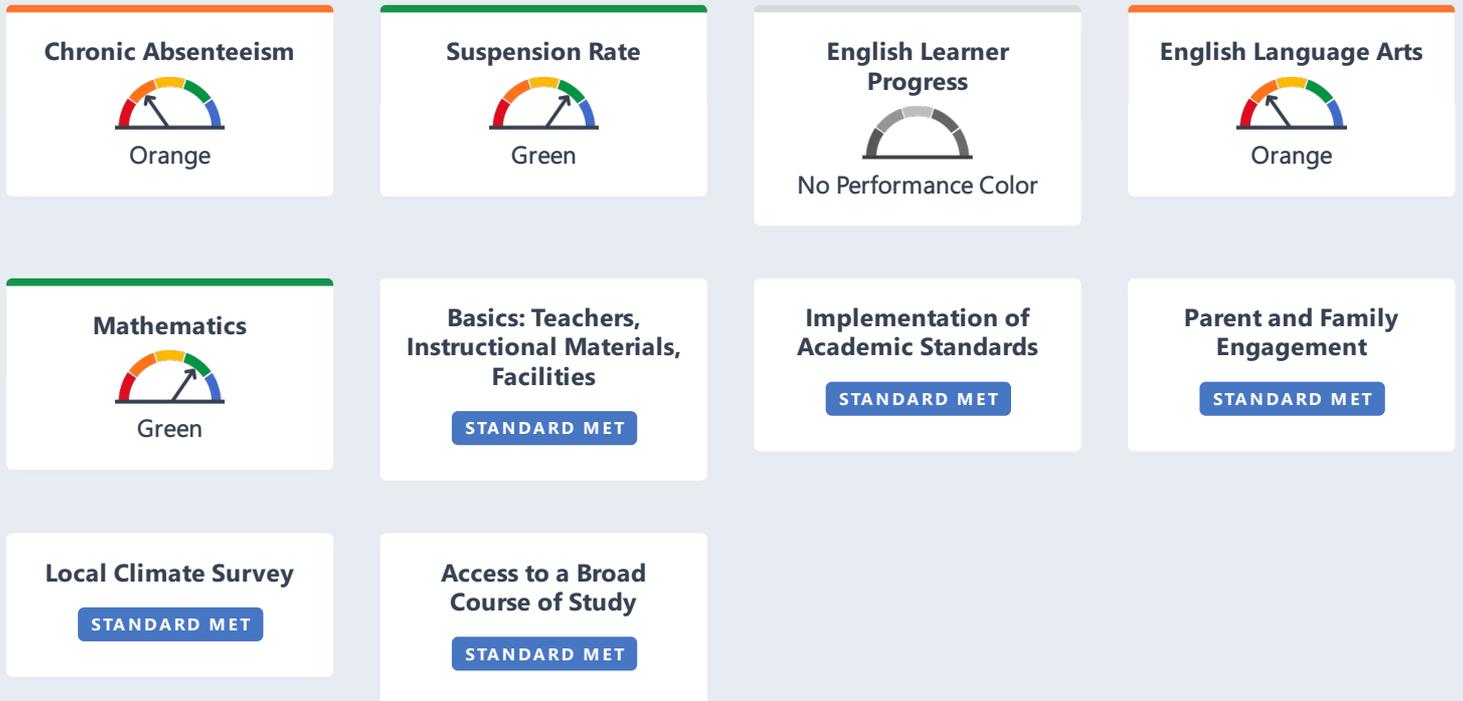
School Details

Optional Narrative Summary

Completed By Rocketship Discovery Prep

Rocketship Discovery Prep has students behind grade level in ELA. We are working hard with new literacy programs, interventions, and curricula to get every Rocketeer up to and above grade level.

NAME
Rocketship Discovery Prep

ADDRESS
370 Wooster Street
San Jose, CA 95116-1095

WEBSITE
http://www.rocketshipsc...

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

ROCKETSHIP DISCOVERY PREP

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

Orange

27.1 points below standard

Declined 17.5 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

Mathematics

LEARN MORE

Green

9.7 points above standard

Increased 3.9 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	0 Blue	

English Learner Progress

LEARN MORE

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
38.9%

Level 3 - Moderately Developed
34.7%

Level 2 - Somewhat Developed
18.1%

Level 1 - Beginning Stage
8.3%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP DISCOVERY PREP

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Orange

15.7% chronically absent

Increased 2.1% ▲

EQUITY REPORT
Number of Student Groups in Each Color

1	**2**	**1**
Red	Orange	Yellow

1	**0**
Green	Blue

Local Indicators

Access to a Broad Course of Study

STANDARD MET

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

Green

2% suspended at least once

Declined 0.7% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**2** Orange	**0** Yellow
3 Green	**0** Blue	

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

27.1 points below standard

Declined 17.5 Points ▼

Number of Students: 168

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

Filipino

Foster Youth

Two or More Races

Students with Disabilities

White

○ ● ○ ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

63.1 points above standard

Declined 5.4 Points ▼

Number of Students: 22

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

145.5 points below standard

Declined 25.3 Points ▼

Number of Students: 26

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners

Orange

32.6 points below standard

Declined 21.3 Points ▼

Number of Students: 111

Hispanic

Orange

44.7 points below standard

Declined 23.7 Points ▼

Number of Students: 136

Socioeconomically Disadvantaged

Orange

28.6 points below standard

Declined 16.7 Points ▼

Number of Students: 142

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	9.6 points below standard	27.1 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
78.3 points below standard	62.7 points above standard	39.3 points below standard
Declined 18.6 Points ▼	Increased 7.1 Points ▲	Declined 9.8 Points ▼
Number of Students: 75	Number of Students: 36	Number of Students: 42

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

9.7 points above standard

Increased 3.9 Points ▲

Number of Students: 166

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Hispanic

Green

English Learners

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

African American

Asian

Filipino

Foster Youth

Two or More Races

○ ○ ● ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

91.6 points above standard

Declined 3.8 Points ▼

Number of Students: 22

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

101.7 points below standard

Declined 4.2 Points ▼

Number of Students: 25

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Hispanic

Yellow

4.7 points below standard

Maintained 0.8 Points

Number of Students: 134

English Learners

Green

6.1 points above standard

Maintained 0.2 Points

Number of Students: 109

Socioeconomically Disadvantaged

Green

5 points above standard

Maintained 0.2 Points

Number of Students: 140

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.
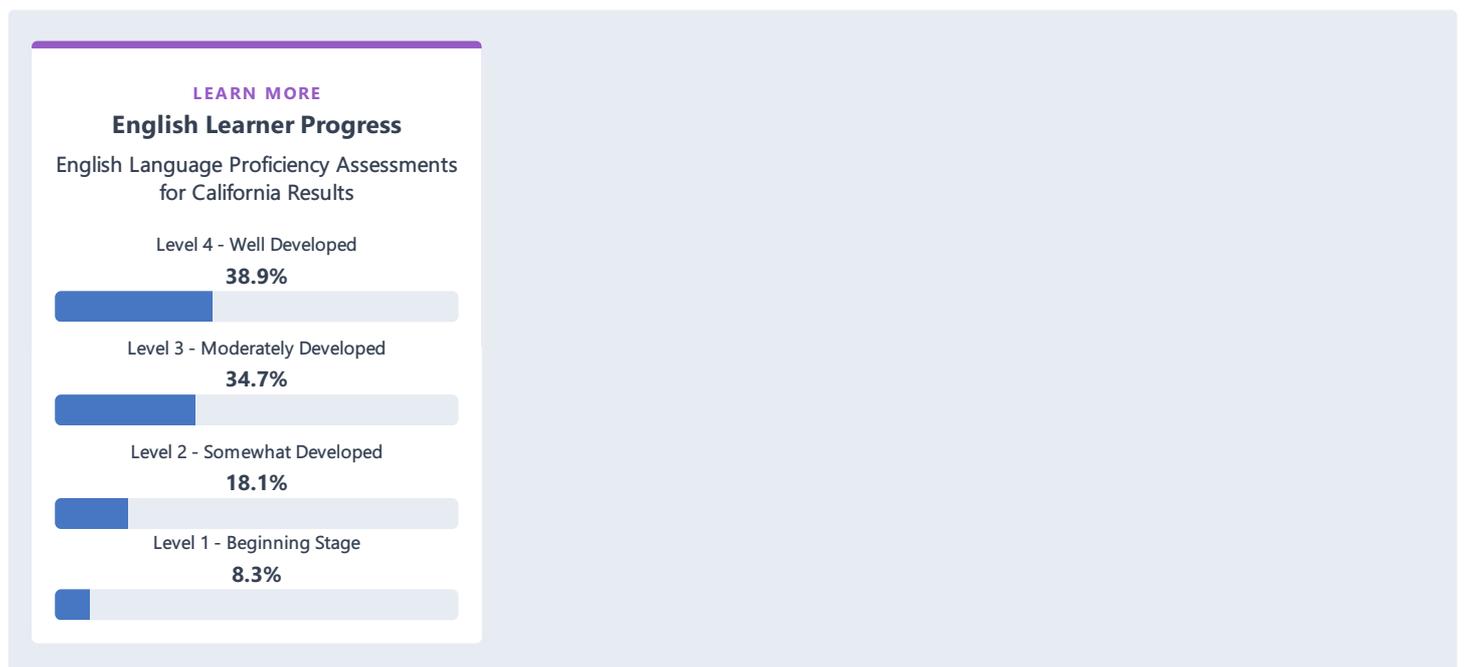
	2016	2017	2018
All Students	N/A	5.8 points above standard	9.7 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
34 points below standard	86.9 points above standard	0.5 points below standard
Increased 6.4 Points ▲	Increased 17 Points ▲	Increased 13.8 Points ▲
Number of Students: 73	Number of Students: 36	Number of Students: 42

English Learner Progress

LEARN MORE
English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
38.9%

Level 3 - Moderately Developed
34.7%

Level 2 - Somewhat Developed
18.1%

Level 1 - Beginning Stage
8.3%

Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

"The Humanities block is focused around our Rocketeers mastering literacy through a personalized and thematic approach. Thus, each day, it is critical that our Rocketeers deeply immerse themselves in this thematic unit and the content so that they can master the Enduring Understandings as well as gain the tools and skills necessary for them to be fervent, excellent readers and writers. The objective of the Humanities block is not to perceive each block as separate (i.e. writing v. reading comprehension v. guided reading) components, but rather they should feed off of one another to build our Rocketeer's depth of understanding, engagement, context, and ability to move even faster in their mastery and engagement.

We define a thematic approach as aligning and integrating the majority of the content students receive throughout the day within a theme. Our Thematic Units are mostly aligned on a topic or an idea. For instance, when the unit is aligned on a topic, students might learn about life cycles of fish and amphibians through informational articles while they read a story such as Fish is Fish to obtain character's perspective of a tadpole, growing up to become a frog. Alternatively, a thematic unit may align on an idea. For example, when students read Roll of Thunder Hear My Cry, a book about America during the Great Depression, students may read informational texts about leaders throughout history who have stood up for what they believe in - a theme that reveals itself repeatedly throughout the text.

Our thematic units are built to help students arrive at an enduring understanding--a statement that summarizes the big ideas that are central to the unit and provides the rationale around why these ideas are important and transferrable to students' lives. The units are not built solely around the specific (historical, etc.) content. Many of our nonfiction texts will help students better build their background knowledge of science and social studies topics that are required for each grade level based on NGSS and California History Standards. Our nonfiction texts are mapped out to teach students a set of skills or a historical timeline over a period of several years. For example, from 4th to 5th grade, students will learn about the age of exploration to the modern era. Our scientific texts are meant to closely align with the timeline and content of the science units in STEM classrooms. This means that sometimes narrative texts will align on an idea, not necessarily a topic."

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Orange

15.7% chronically absent

Increased 2.1% ▲

Number of Students: 523

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

Socioeconomically Disadvantaged

Orange

English Learners

Hispanic

Yellow

Students with Disabilities

Green

Asian

Blue

No Students

No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races

No Performance Color

11.8% chronically absent

No Data

Number of Students: 17

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Socioeconomically Disadvantaged

Red

17.1% chronically absent

Increased 3.2% ▲

Number of Students: 444

English Learners

Orange

12.6% chronically absent

Increased 2.5% ▲

Number of Students: 333

Hispanic

Orange

16.4% chronically absent

Increased 2.8% ▲

Number of Students: 428

Students with Disabilities

Yellow

14.5% chronically absent

Declined 11.8% ▼

Number of Students: 62

Asian

Green

8.3% chronically absent

Declined 0.8% ▼

Number of Students: 60

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Rocketship reviews student data on a weekly to monthly basis to ensure all students are accessing a broad course of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Rocketship does not differentiate courses of study for individual students, and strives to ensure that all students, including our English Learners and Special Education students have access to all material. Rocketship runs a full inclusion model to the fullest extent possible and all teachers are trained in GLAD strategies to ensure that our English Learners are able to participate in their classes.

3. Identification of any barriers preventing access to a broad course of study for all students.

None

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

N/A

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Green

2% suspended at least once

Declined 0.7% ▼

Number of Students: 544

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

Asian

Students with Disabilities

Yellow

No Students

Green

English Learners

Hispanic

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

African American

Filipino

Foster Youth

Homeless

Two or More Races

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 18

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian

Orange

1.6% suspended at least once

Increased 1.6% ▲

Number of Students: 62

Students with Disabilities

Orange

8.1% suspended at least once

Declined 4.8% ▼

Number of Students: 62

English Learners

Green

1.5% suspended at least once

Declined 1.6% ▼

Number of Students: 340

Hispanic

Green

2.2% suspended at least once

Declined 0.9% ▼

Number of Students: 446

Socioeconomically Disadvantaged

Green

1.8% suspended at least once

Declined 1% ▼

Number of Students: 457

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

> Mis-Assignments (0 EL) Of Teachers Of English Learners
>
> 0
>
> Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
>
> 0
>
> Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
>
> 0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Rocketship tracks parent engagement using an online system. Using this data, we are able to determine the percentage of parents who attend at least one school event per month, on average. administers a survey to all parents during the winter of each year.

Local Measures

Our goal, based on a 2016-17 baseline, was to have 26% of parents attend at least one event per month. 38% of parents attended at least one school event per month.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Rocketship administers two different surveys to gauge school safety and connectedness. This survey is created with the input of several teams, including School, Achievement and Family Engagement to gauge parent satisfaction with Rocketship schools across several categories. This comprehensive survey is tailored specifically to the needs and goals of Rocketship, and serves as a common marker across the organization on parent feelings toward the school. It is used for measuring progress against LCAP goals, among others. This includes a question in the parent satisfaction survey which is offered to all parents in all grades. It is available in Spanish and Vietnamese to our parents who need translations. The student safety survey is administered to one cohort per grade for grades 3-5.

Additional Comments

Our goal was 78% of parents reporting statisfaction with their school school and 93% of students feeling safe at school based, on 2015-16 baselines. 88% of our parents satisfied with Discovery Prep, and 72% of students felt safe, for a difference of +10% and -19% respectively.

Rocketship Discovery Prep

Explore the performance of Rocketship Discovery Prep under California's Accountability System.

Chronic Absenteeism
Yellow

Suspension Rate
Yellow

English Learner Progress
No Performance Color

English Language Arts
Orange

Mathematics
Green

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Rocketship Discovery Prep

ADDRESS
370 Wooster Street
San Jose, CA 95116-1095

WEBSITE
http://www.rocketshipsc...

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

Enrollment
524

Socioeconomically Disadvantaged
81.9%

English Learners
51.9%

Foster Youth
0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Orange

24.2 points below standard

Maintained 2.9 Points

LEARN MORE

EQUITY REPORT
Number of Student Groups in Each Color

0	1	2
Red	Orange	Yellow

0	0
Green	Blue

Mathematics

Green

1.2 points above standard

Declined 8.5 Points ▼

LEARN MORE

EQUITY REPORT
Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow

1	0
Green	Blue

English Learner Progress

LEARN MORE

49.1% making progress towards English language proficiency

Number of EL Students: 230

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

Implementation of Academic Standards

LEARN MORE

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

LEARN MORE

Yellow

14.7% chronically absent

Declined 1% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	3	1
Red	Orange	Yellow

0	1
Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP DISCOVERY PREP

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

Yellow

2% suspended at least once

Maintained -0.1%

EQUITY REPORT
Number of Student Groups in Each Color

0	2	1
Red	Orange	Yellow

1	1
Green	Blue

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

24.2 points below standard

Maintained 2.9 Points

Number of Students: 200

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

Socioeconomically Disadvantaged

Yellow

English Learners

Hispanic

Green

No Students

Blue

No Students

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

77.9 points above standard

Increased 14.9 Points ▲

Number of Students: 17

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

126.1 points below standard

Increased 30.7 Points ▲

Number of Students: 32

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

Orange

30.3 points below standard

Maintained -1.7 Points

Number of Students: 170

English Learners

Yellow

25.2 points below standard

Increased 7.9 Points ▲

Number of Students: 144

Hispanic

Yellow

37.1 points below standard

Increased 7.6 Points ▲

Number of Students: 172

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	9.6 points below standard	27.1 points below standard	24.2 points below standard

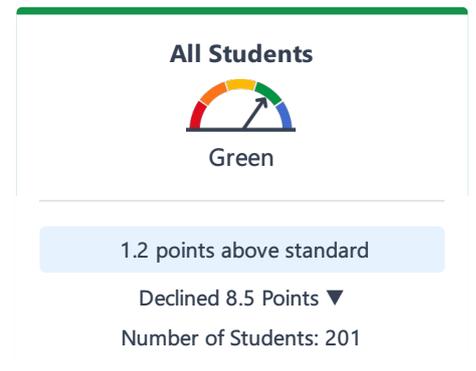## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
43.6 points below standard	71.7 points above standard	31 points below standard
Increased 34.7 Points ▲	Increased 7.9 Points ▲	Increased 8.3 Points ▲
Number of Students: 121	Number of Students: 23	Number of Students: 48

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

1.2 points above standard

Declined 8.5 Points ▼

Number of Students: 201

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

English Learners

Blue

No Students

No Performance Color

African American

Asian

Filipino

Homeless

○ ○ ● ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

94.8 points above standard

Increased 3.2 Points ▲

Number of Students: 17

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

104.1 points below standard

Increased 7.1 Points ▲

Number of Students: 33

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

Yellow

10.1 points below standard

Declined 5.4 Points ▼

Number of Students: 173

Socioeconomically Disadvantaged

Yellow

5.4 points below standard

Declined 10.4 Points ▼

Number of Students: 171

English Learners

Green

4.5 points above standard

Maintained -1.4 Points

Number of Students: 145

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	5.8 points above standard	9.7 points above standard	1.2 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
8.6 points below standard	73.7 points above standard	11.7 points below standard
Increased 25.4 Points ▲	Declined 14.7 Points ▼	Declined 11.1 Points ▼
Number of Students: 122	Number of Students: 23	Number of Students: 48

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE
English Learner Progress

49.1% making progress towards English language proficiency

Number of EL Students: 230

Performance Level

Medium

Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability

Next Generation Science Standards

3	Initial Implementation

History - Social Science

3	Initial Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability

Next Generation Science Standards

5	Full Implementation And Sustainability

History - Social Science

5	Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

| 5 | Full Implementation And Sustainability |

English Language Development (Aligned to English Language Arts Standards)

| 5 | Full Implementation And Sustainability |

Mathematics – Common Core State Standards for Mathematics

| 5 | Full Implementation And Sustainability |

Next Generation Science Standards

| 4 | Full Implementation |

History - Social Science

| 4 | Full Implementation |

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

| 5 | Full Implementation And Sustainability |

Health Education Content Standards

| 3 | Initial Implementation |

Physical Education Model Content Standards

| 4 | Full Implementation |

Visual and Performing Arts

| 3 | Initial Implementation |

World Language

| 5 | Full Implementation And Sustainability |

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

| 5 | Full Implementation And Sustainability |

Identifying the professional learning needs of individual teachers

| 5 | Full Implementation And Sustainability |

Providing support for teachers on the standards they have not yet mastered

| 5 | Full Implementation And Sustainability |

Additional Comments

We have indicated that Career Technical Education and World Language are at "Full Implementation and Sustainability", although they do not apply to elementary schools because because we have completed all obligations for these standards.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Yellow

14.7% chronically absent

Declined 1% ▼

Number of Students: 545

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

Students with Disabilities

English Learners

Hispanic

Yellow

Socioeconomically Disadvantaged

Green

No Students

Blue

Asian

No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

7.7% chronically absent

No Data

Number of Students: 13

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races

No Performance Color

4.5% chronically absent

Declined 7.2% ▼

Number of Students: 22

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Students with Disabilities

Orange

16.3% chronically absent

Increased 1.8% ▲

Number of Students: 49

English Learners

Orange

12.3% chronically absent

Maintained -0.3%

Number of Students: 325

Hispanic

Orange

16% chronically absent

Maintained -0.3%

Number of Students: 437

Socioeconomically Disadvantaged

Yellow

15.3% chronically absent

Declined 1.9% ▼

Number of Students: 459

Asian

Blue

1.5% chronically absent

Declined 6.8% ▼

Number of Students: 66

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

We have an inclusion approach to education. All students in our school -- regardless of group affiliation -- are included in a broad course of study. We track this through a number of tools, including school day schedules that build academic subjects and topics like physical education and enrichment; assessment data trackers for all students (including those in unduplicated groups and with exceptional needs); thoughtful and compliant IEPs for relevant students; and attendance data trackers for all students to ensure students are in school to access the broad course of study. In addition, we offer additional structures to further broaden the course of study for specific students who would benefit, such as extension work and check-in-check-out systems. We have robust data tracking processes to ensure each student is engaged and succeeding across areas of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As mentioned, our inclusion approach to education and carefully-constructed set of tools ensures that all students have access to a broad course of study. This is true across all student groups, including students with disabilities, English Language Learners, Socioeconomically Disadvantaged students, and all other subgroups. This philosophy has been a core tenet of Rocketship from the start, and we are proud that this is true each year.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no specific barriers preventing students from achieving access to a broad course of study, since all students are integrated into our general education classrooms and school day. While some students with exceptional needs are pulled out for additional services as described in their IEPs, we are always mindful of ensuring their IEPs still give them access to a broad course of study.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

We will continue to implement new structures to ensure our ability to provide a broad course of study continues to grow. For instance, Rocketship recently hired a full-time Adaptive Physical Education Specialist on staff to ensure that students with special needs are still able to access physical education in their regular schedule.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Yellow

2% suspended at least once

Maintained -0.1%

Number of Students: 561

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

English Learners

Socioeconomically Disadvantaged

Yellow

Asian

Green

Hispanic

Blue

Students with Disabilities

No Performance Color

African American

American Indian

Filipino

Homeless

Two or More Races

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless

No Performance Color

0% suspended at least once

No Data

Number of Students: 13

Two or More Races

No Performance Color

4.3% suspended at least once

Increased 4.3% ▲

Number of Students: 23

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners

Orange

1.8% suspended at least once

Increased 0.4% ▲

Number of Students: 329

Socioeconomically Disadvantaged

Orange

2.1% suspended at least once

Increased 0.4% ▲

Number of Students: 468

Asian

Yellow

1.5% suspended at least once

Maintained -0.1%

Number of Students: 66

Hispanic

Green

1.8% suspended at least once

Declined 0.5% ▼

Number of Students: 451

Students with Disabilities

Blue

0% suspended at least once

Declined 8.1% ▼

Number of Students: 50

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Relationship between teachers and parents is critical to our work. The school actively builds meaningful, authentic relationships and proactively communicates with parents, which proactives develops a strong school and evironment and helps to prevent challenges. The school provides specialized staff training for key staff-parent interactions including: Home Visits--annual visits where the teacher gets to know the family in a respectful and authentic way in their own environment, Community Meetings--monthly meetings where the full school community comes together to receive updates and have discussion, Parent-Family Meetings--potlucks and other communal/sharing experiences, Parent Conferences--regular meetings to partner with families about what their child needs and create space for authentic feedback, Other Interactions-- encouraging phone calls and in-person conversations over texts and/or emails that foster engagement and opportunities to connect.

5. Rate the LEA's progress in providing professional learning and support to teachers and

principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In order to achieve high expectations, the school seeks to work with families to help them become effective champions of their child's education and see us as critical partners. As parents are their chidren's first teachers, it behooves us to build a meaningful relationship with parents so that we can truly partner with them in this collaborative effort to meet and deliver for their child every single day. We accomplish this by reaching out to the community proactively and by creating opportunities to build community within the school, build relationships, and create low-pressure situations where the power dynamics are balanced and family input is pursued and heard.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In addition to significant informal opportunities for parents and teachers to connect, the school is building out formal structures to support family engagement through advisory groups and enhance parent engagement in the formal governance process. We have formalized our SSC and ELAC nomination and election process to increase parent participation and enhanced our training to help parents better understand how to hold effective meetings and engage the formal process. We also facilitate parent leadership and sharing across schools so that parent members of advisory groups can learn from peers and share best practices. The school is focused on new methods of getting parents and staff to work more collaboratively to review and discuss substantive issues, learning from other schools and getting feedback on school practices and approaches.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

The school administers surveys to gauge school safety and connectedness. This survey is created with the input of several teams, including School, Achievement, and Family Engagement to gauge parent and student satisfaction with their schools across several categories. This comprehensive survey is tailored specifically to the needs and goals of Rocketship, and serves as a common marker across the organization on feelings toward the school. It is used for measuring progress against LCAP goals, among others. It is available in Spanish and Vietnamese to those who need translations.

Families are largely satisfied with the school, with 88% of respondents reporting that they were satisfied or very satisfied. High rates of satisfaction could be driven by strong relationships with staff and teachers, which were reported for 90% of students, and general student happiness, reflected in the 88% of students that reported being happy and excited to come to school each day. One area where we're working to grow is arrive/dismissal procedures, where currently 95% of students are having neutral-to-positive experiences, but we'd like to grow toward 100%.