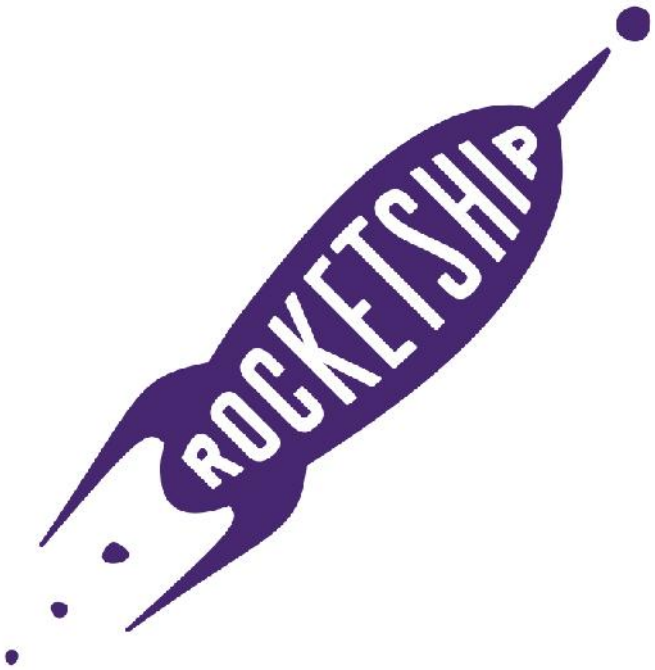
Rocketship Discovery Prep Elementary



Petition for Charter Renewal

Submitted to Santa Clara County Office of Education
January 19, 2016

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Charter School Intent and Charter Requirements

The Charter Schools Act ("Act") of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a "charter" that sets forth a reasonably comprehensive description of the required elements of charter petitions (California Education Code Section 47605).

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, students, 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 student learning.

(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students 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 students 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 student 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.

The following sections of this charter explain how Rocketship Discovery Prep fulfills the requirements of Section 47605 of the Act.

Affirmations and Assurances

As the authorized lead petitioner, I, Cheye Calvo, hereby certify that the information submitted in this petition for the renewal of a California public charter school to be named Rocketship Discovery Prep Elementary School (the "Charter School" or "RDP"), submitted to Santa Clara County Office of Education (SCCOE, or "the County") and located within San Jose Unified School District (SJUSD) 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 the renewal of a 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:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]

- Rocketship Education will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605(b)(5)(O)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]

- The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(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(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)].

- 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, 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. California Education Code Section 47605(d)(1)]

- 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 in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]

- 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. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]

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

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

- The Charter School will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D): to pupils in kindergarten, 36,000 minutes; to pupils in grades 1 to 3, inclusive, 50,400 minutes; to pupils in grades 4 and above, 54,000 minutes.

- 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- 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. California Education Code Section 47612.5(a)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1] The Charter School will be located within the boundaries of the County as required by the Education Code.

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

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.

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

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

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

- The Charter School shall comply with the non-waived portions of California Education Code and State Board Title 5 Regulations.

January 19, 2016

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Lead Petitioner **Date**

INTRODUCTION

Rocketship Education ("Rocketship") is pleased to submit this petition for the renewal of the charter for Rocketship Discovery Prep Elementary School ("RDP") so that we can continue our mission of providing some of the neediest students in the community with an excellent education.

ROCKETSHIP HISTORY

In 1999, Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that of the hundreds of children in his parish, none of them met the basic academic requirements to qualify them to attend their hometown college, or any other top-tier university.

Father Mateo immediately began researching ways to solve this problem. He soon became convinced that the public schools around his parish were failing to educate the students in his church. He decided that the children of his parish needed to have an alternative to their neighborhood district school.

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. John Danner, a former software engineer, was interested in the ways technology could help personalize education. Preston Smith was a young principal at a promising elementary school in San Jose who recognized the impact empowered teachers and engaged parents can have on student success.

Rocketship Mateo Sheedy Elementary opened soon after and our students quickly showed strong results in academic achievement. In fact, Rocketship Mateo Sheedy became the highest ranked low-income elementary school in Santa Clara County and the seventh ranked school in California. As more families joined the waiting list, we realized the need for even more high quality schools in the San Jose community. The founders decided to expand its nonprofit benefit corporation, Rocketship Education, to serve other schools in the neediest neighborhoods.

Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into critical systems necessary for successful replication. Rocketship Education provides each of its schools with systems and support for Curriculum, School Leadership, operations, Finance, Legal, Online Technology, Human Resources, and other services. By capturing best practices, Rocketship education allows each of its schools to avoid many of the startup hurdles faced by most charters and quickly produce strong academic results and a solid school culture by focusing on the key levers that drive student achievement.

As of the 2015-16 school year, there are ten Rocketship schools in the California Bay Area, two in Nashville, TN, and one in Milwaukee, WI. For the 2016-17 school year, we have plans to open two additional schools in the Bay Area, one additional school in Nashville, and our first school in our brand new region of Washington, D.C.

Our students throughout the country, including students at RDP, are closing the achievement gap. For detailed data on RDP's student performance, please see the corresponding Performance Report.

ROCKETSHIP DISCOVERY PREP

In August 2011, RDP became the fifth Rocketship campus to open in San Jose. Over the past five years, RDP has served hundreds of students and become a pillar in the local community. The school recently hosted a Community Clean-Up Day , where staff members and families spent part of a weekend beautifying areas on and around the campus. RDP also has an ongoing partnership with UC Berkeley to provide nutrition education and services to students and families. The school has also invited local councilmembers to visit the campus and read with students.

RDP also engages with other schools in a variety of ways. Teachers occasionally collaborate with Sunrise Middle School and Cornerstone Charter School for professional development sessions. Students from the nearby San Jose High and Downtown College Prep also come to the campus to volunteer. Teachers and parents have also participated in Rocketship's Middle School Expo. And each year, students take a field trip to a local college (most recently, San Jose State).

RDP also strives to celebrate different cultural heritages and historical events including Hispanic Heritage Month, Veteran's Day, 9/11 memorials, and Sikh Awareness and Appreciation Month. The school also offers a number of extra-curricular programs, including a Peace Club, a newspaper club, and theater and dance events, to encourage students to showcase diversity and creativity.

RDP is also committed to serving students with disabilities. RDP is unique in that the school offers an inclusive special education program for students with all disabilities, including a SIP program for more moderate to severe disabilities. Several students in this program have severe autism and, while they would generally be confined to a self-contained classroom at other schools, spend about 80% of their time in the general education classroom with supports from a SIP specialist and paraeducators. RDP has embraced these students and used the SIP program as an opportunity to increase disability awareness among the school and greater community.

Parents have been instrumental in RDP's continued success. In addition to a School Site Council, RDP has a parent organizational committee that regularly engages in problem-solving protocols. Parent leaders on campus have attended community and city events to try to build connections and opportunities for RDP. Recently, parents have been working with the local transportation department to obtain a grant to have sidewalks paved. Parents also partner with the school to

volunteer in the classrooms and attend community meetings and parent coffees. RDP also offers a parent-run program called Los Dichos, through which parents put on a cultural reading and art project in classrooms once a month.

Element A: Description of the Educational Program

"A description of the educational program of the school, designed, among other things, to identify those whom the 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."

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

- California Education Code Section 47605(b)(5)(A))(i)-(ii)

SECTION I: MISSION AND VISION STATEMENTS

MISSION STATEMENT

Rocketship's mission is to eliminate the achievement gap by graduating all students at or above grade level. Our goals include:

- 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 of 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

Rocketship seeks to create a future in which thousands of children have graduated from four-year colleges and have come back to eradicate the last traces of the achievement gap.

SECTION II: TARGET SCHOOL POPULATION – WHO THE SCHOOL IS ATTEMPTING TO EDUCATE

Rocketship's program is designed to serve students who are or may be at risk of achieving below basic proficiency on past and current state exams and/or district assessments. The average Rocketship student is between one and two years behind grade level upon entry.[1]

[1] We believe that students who score proficient or its equivalent on achievement tests are at grade level and operating at about the 50th percentile of national norms. Students scoring advanced are about one grade level ahead and operate at roughly the 75th percentile or better, while students who are below basic are roughly one

We expect that, as has been the case over the past five years, RDP will continue to attract San Jose families who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the school's vision. RDP's past, current, and anticipated future students are predominantly from socioeconomically disadvantaged families. The school serves a significant number of English learners, and the vast majority of its students are of Hispanic ethnicity. Table 1 below presents the demographic breakdown of RDP's student body over the past five years of operation.

Table 1: RDP Demographic Information

	% SED	% EL	% SPED	% Hispanic	% Black	% Asian	% White
2011-2012	82.7	72.2	6.3	78.3	1.9	10.3	6.5
2012-2013	85.1	66.9	7.8	81.2	3.0	8.9	5.5
2013-2014	82.8	61.7	6.6	85.3	1.8	7.2	4.3
2014-2015	89.5	54.1	6.7	85.9	1.3	8.0	3.1
2015-2016	88.1	52.4	8.2	83.0	1.6	10.3	2.5

During Year 1, RDP enrolled 428 students in grades K-4. Rocketship targets an enrollment of 500-600 students when our schools are fully enrolled with grades K-5. As shown in Table 2 below, RDP's enrollment has hovered between 500-600 students in grades K-5 in Years 2-5. The table below shows the specific enrollment figures over the past five years.
We expect these numbers to remain steady in the upcoming years and have budgeted the next several years accordingly. (For a more detailed budget forecast, please see Appendix O.) To absorb expected attrition, the school will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily be driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area.

Table 2: RDP Total Student Enrollment

2011-2012	428
2012-2013	638
2013-2014	652
2014-2015	523
2015-2016	513

RDP will continue to serve students in grades K-5. RDP may also decide to add a Transitional Kindergarten (TK) class. This decision will depend on whether there is clear demand from

grade level behind and in the third quartile and students who are far below basic are approximately two grade levels behind and in the fourth quartile.

parents in the community or if it is mandated by State law. We will notify the County by May of the prior school year if we decide to add TK at RDP.

SECTION III: 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 meta-cognition. 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.

ROCKETSHIP PILLARS

Rocketship operates under three foundational pillars of excellence, which we believe are the key to our continued success as we work to close the achievement gap in the Bay Area and beyond.

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 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.

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.

HOW LEARNING BEST OCCURS

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 and focused 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.

Sections IV - VI below further describe how we execute each of our beliefs.

SECTION IV: CURRICULUM AND INSTRUCTION

A. Standards-Aligned Curriculum

The Rocketship curriculum follows California's adoption of the Common Core State Standards ("CCSS") for English/Language Arts, English Language Development, and Mathematics; the Next Generation Science Standards; and state standards for other content areas including Social Studies and Visual and Performing Arts.[2]

We understand and appreciate that the new CA CCSS are unprecedented in rigor. Additionally, the CCSS-aligned Smarter Balanced assessment system that California has adopted tests a wide range of complex cognitive skills that require students to both engage in and articulate higher-order thinking across content areas. As such, we have evolved our classroom instructional practices to 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 will be required to make their own cognitive leaps as they develop and align their classroom practices to the increased rigor of the CA CCSS and Smarter Balanced. Rocketship's centralized network Achievement Team is tasked with designing an intellectual preparation process to best set 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?"* Teachers and coaches then map out the actual sequence of the particular unit, determining which content they will teach on each day to solidify student understanding. Teachers also write daily lesson plans with specific objectives that align t the unit plan.

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.

[2] Pursuant to CA Education Code 60605.

The below sections B-I provide further details on our curriculum and instruction.[3]

B. ELA/Literacy

CCSS-ALIGNED INSTRUCTION

Each of the elements of our reading and writing instruction are focused on the CA 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 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.

Reading Strand. In accordance with the CA 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). 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).

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

[3] These sections describe our instruction as it is currently being implemented in accordance with the CA 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 CA Education Code 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.

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).

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).

Additionally, we are committed to focusing our instruction on the three new emphases in the CA 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 recently added a new nonfiction block to our ELA/Literacy instruction, where students in grades 2-5 receive comprehension instruction for both narrative *and* nonfiction text every single day and grades TK-1 receive alternating lessons in narrative and nonfiction. We are also providing explicit training to our reading teachers on how to purposefully select complex texts that are rich with academic vocabulary. Our instruction now also includes strategies for using text to support a response. 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.

<u>COMPONENTS OF OUR LITERACY INSTRUCTION</u>

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.

- <u>Phonics:</u> Students will learn to relate sounds to spellings to decode words. Our instruction will include concepts like long and short vowel sounds, consonant and vowel combinations, consonant clusters, diphthongs, digraphs, and variant vowels.
- <u>Phonemic awareness:</u> Students will 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 will zoom in on the concept of word and structural analysis, engaging in in-depth study of topics like morphemes (i.e. prefixes, suffices, root words), compound words, homophones, and syllabication.
- Fluency: Our instruction will focus on helping students acquire automaticity (rapid and automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers will build students' fluency through modeling good oral reading, teaching students phrasing, and offering many opportunities for students to practice with guidance and support (i.e. repeated reading). Additionally, teachers will 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. Our instruction will occur through both a read aloud block and reading comprehension instruction, with the structure of each varying depending on the particular grade level.

- Read aloud block: During the read aloud, which is emphasized more heavily in the younger grades, teachers will use an anchor text to model a particular reading skill/strategy. The teacher will define the skill, explain why good readers use the skill, and model 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 will then read the text, modeling fluency, and take pre-planned pauses to do a "think aloud" to describe the comprehension strategies she is using, any comprehension problems that she is encountering as well as ways to address them, and continue to build enthusiasm and engagement about the text. Teachers will also assess comprehension of the text by posing literal, inferential, and critical thinking discussion questions.
- Reading comprehension instruction: Teachers will identify a CCSS-aligned standard and objective for the lesson. Teachers will model the skill as well as the metacognition (thinking about the comprehension that students will be asked to do in their own reading). Similar to the read aloud, teachers will read with the students, making pre-designated stops to highlight the skill. This instruction method goes beyond the read aloud, however, and asks students to also interact with the text themselves, either in small groups or individually, and practice the skill.

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, are designed to provide teachers with critical and targeted information on how students process information and read texts. Teachers will use

this data to gauge students' approximate "reading levels," assess reading growth over time, and plan guided reading instruction. Teachers' plans will 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 will include multiple text formats and reading levels, various genres, a range of content areas, and appeal to students' interests. Our teachers will 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. Our teachers will select a writing skill, strategy or feature, derived the CCSS Writing Strand standards described above, and teach with a pre-planned think/write-aloud. Students will then have the opportunity to practice the same skill. Students will also have the opportunity to engage in a Writing Workshop, where they will independently write and apply new skills/strategies. We currently use the Lucy Calkins Writer's Workshop for our curriculum and assessment. Through Writer's Workshop, students will get to practice stages of the writing process, which include pre-writing, drafting, revising, proofreading and editing, and publishing/presentation.

INSTRUCTIONAL PLANNING AND PREPARATION

As described in Section A 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:

- End-of-unit, CCSS-aligned assessments to test mastery and prepare students for the SBAC requirements
- Ongoing unit assessments to be administered every two to six weeks, depending on the grade level and unit
- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each unit throughout the school year
- Unit plans
- Objective plans
- Sample daily lesson plans
- Fiction and nonfiction texts that correlate with the lesson plans, objectives, and units

For samples of our preparation materials, please see Appendix B.

C. Mathematics

CCSS-ALIGNED INSTRUCTION

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.

- Make sense of problems and persevere in solving them: 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.
- Reason abstractly and quantitatively: 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.
- Construct viable arguments and critique the reasoning of others: 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
- Model with mathematics: 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.
- Use appropriate tools strategically: Proficient students will be able to consider the available grade-appropriate tools when solving a problem, make mathematical models, and identify external mathematical resources.
- Attend to precision: 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.
- Look for and make use of structure: Proficient students will discern patterns, deconstruct equations, and shift perspectives.
- Look for and express regularity in repeated reasoning: 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.

- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (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.
- Grade 2: (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
- Grade 3: (1) developing an understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of 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 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.

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

In all grade levels, our Mathematics blocks will usually begin with an "activator," which is a number sense activity designed to build students' flexibility with numbers. These may include the following:

- "Rename the Number": This activity builds students flexibility with numbers. Students are given a number and asked to "rename" this number in multiple ways or using multiple representations. Constraints can be given in order to focus student thinking on content that is most applicable to the current unit. E.g. "Rename 100 using groups of 10" – 90 + 10, 70 + 20, 20 + 20 + 20 + 20 + 20, etc."
- "Number Talk": Number Talks build student flexibility and mental fluency. Students are given a series of related equations which they are asked to solve mentally and explain their thinking. This routine is conducted as a group so students can share their thinking

with others and critique each other's strategies. E.g. "52 + 28 =" – "I know that 2 + 8 is a pair to 10. So I thought of this in my head as 10 + 50 + 20. That makes 60 and then I skip counted up 20 more, so 60, 70, 80."

- "Count Around the Room": This routine asks students to skip-count as a group and then examine the count for patterns. In TK-1 it is used to build fluency with the counting sequence, in 2-3 to notice patterns within the base-ten number system and build skip counting fluency, and in 4-5 to build number sense with fractions and decimals. E.g. "Let's count by fourths" (Class counts) "What pattern do we see about whole numbers? How many people did it take for us to get to a new whole number?" "Four because it takes 4 fourths to make 1 whole."
- "Over/Under": This routine builds number sense and estimation skills. Students are given a target number and asked to estimate sums, differences, products or quotients quickly to see if they will be over or under the target number. E.g. "The target number is 100. Will 52 + 56 be over or under?" "Over because both of the numbers are larger than 50 and 50 is half of 100."

During the Mathematics block, teachers will teach the content and practice standards described above using a variety of instructional strategies. These may include representation/comprehension strategies to help students *understand* the math or computational strategies to help students *perform* the math. Students will also spend time engaging in small-group and individual activities to apply the skills and concepts they are learning. Teachers will use data from various mathematics assessments to identify and work with students who have demonstrated gaps in a particular concept. (For more information on how we use data to drive instruction, please see Section I below.) Students will have additional opportunities to practice, extend, or remediate mathematics concepts through the use of various online learning programs. (For more information on our online learning instruction, please see Section G below.)

A portion of our Mathematics block also focuses on "processing," which relates to the third CCSSM practice standard on processing and critiquing reasoning. At the end of a lesson or activity, students will have the opportunity to share and explain their work and have their work critiqued. They will also get to critique their classmates' work and identify similarities and differences in other students' approaches to reasoning. Processing is a critical component of mathematics instruction for developing students' critical thinking, reasoning, and communicating skills; building the habit of explaining/defending an answer; building students' confidence; fostering collaboration; and providing teachers with an authentic opportunity to assess students' depth and breadth of mathematics knowledge.

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 Map: This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year as well as the assessments to be used to track and evaluate progress.
- Modules: We prepare comprehensive guidebooks, 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. A number of these resources come from the CCSS-aligned Singapore Math. Singapore Math is based on the national mathematics curriculum used for grades K-6 in Singapore, modified for the United States and aligned to Common Core. (In fact, the creators of the Common Core consulted the Singapore Ministry of Education when creating the standards due to the success of Singaporean students on international assessments.) Two of Singapore Math's key approaches that our teachers are trained to use are (1) employing a concrete to pictoral to abstract trajectory when teaching concepts and (2) bar modeling to help illustrate and solve word problems. For an introduction to Singapore Math, please see Appendix C.
- Sample objectives: While the modules described above are designed to give teachers a broad understanding of the "why," the sample objectives provide the "how." These documents break down each unit in terms of number of days and the standards-aligned objectives to be taught each day. These help teachers plan their lessons and stay on track to teach all content within the confines of the school year.

For samples of our preparation materials, please see Appendix C.

D. Science and Social Studies Content Instruction

INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the Integrated Mathematics classroom, and the Learning Lab. As further described above, the Humanities classroom is where we teach ELA/Literacy. The Integrated Mathematics classroom is where we teach mathematics. The Learning Lab, further described below in Section G, is where students receive targeted interventions and engage with online learning programs. These spaces, however, are also used to teach a variety of other content, including English language (further described below in Section V.D), social studies, and science.

"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.

With our shift to the CA CCSS, we have moved away from designating explicit portions of the school day for isolated science and social studies instruction.[4] The CA CCSS actually 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 science and social studies vocabulary during our instructional blocks.

Projects and investigations. We provide students with opportunities to conduct research, do projects, and make observations while learning new content. This can occur during either the Literacy or Mathematics block. As our instructional model evolves, we also hope to incorporate projects and investigations into 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 in Sections IV.H and VI) 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.

<u>SOCIAL STUDIES INSTRUCTION</u>

[4] RDP does, however, have a separate project-based science enrichment elective. This course, as well as its intersection with RDP's other instructional content, is further described in Section E below.

We strive to align our current social studies instruction with the CA CCSS for ELA/Literacy and also the existing California History-Social Science content standards. 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.[5]

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 historic 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.

NGSS-ALIGNED INSTRUCTION

In September 2013, the State Board of Education adopted the Next Generation Science Standards (NGSS) pursuant to CA Education Code 60605.85. At Rocketship, we are continuing to monitor and participate in the California Department of Education (CDE)'s NGSS Implementation Plan, which addresses how the CDE, schools, and community stakeholders can collaboratively work to actualize the NGSS in California classrooms.

The Implementation Plan includes various initiatives that are set to roll out between 2014-2018. These include, in relevant part, the CA K-8 Early Implementation Initiative, revision of the CA Science Curriculum Framework, NGSS implementation workshops, and administration of NGSS science assessments. The Implementation Plan also describes three phases of implementation—awareness (introduction to the NGSS, initial planning of systems implementation, establishment of collaborations); transition (concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, expanding collaborations); and implementation (new professional learning support, fully aligned curriculum, instruction and assessments).

The CDE has not specified beginning and end dates for the implementation of the three phases because they vary depending on the event, but we will continue to make ongoing developments to evolve our science instruction. For example, we will participate in meetings, trainings, and workshops and develop teaching and coaching tools for NGSS-aligned instruction. We will also use resources that are available on the CA NGSS Digital Center, research best

[5] www.socialstudies.org/standards

practices, use high-quality sample CA NGSS-aligned assessment resources, engage in community outreach to educate stakeholders about the ongoing transition to NGSS, and establish partnerships within the district and region to assist us in better understanding the NGSS framework.

At Rocketship, we align our science instruction to the NGSS. We encompass the three Disciplinary Core Ideas of the NGSS, further described below. We also administer NGSS-aligned unit assessments.

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.

E. Arts and Enrichment

Our instructional program incorporates a number of enrichment opportunities for our Rocketeers.

All students will receive Physical Education. We have a strong focus on wellness, and as such we will aim to align our P.E. program in accordance with E.C. 51210(g), which requires students 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 will administer the Physical Fitness Test (PFT) to our fifth grade students.

In addition to P.E., each Rocketship school has at least two additional enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area, such as art, theater, gardening, or music. Students will receive some type of enrichment during every full school day. (For a sample RDP bell schedule, please see Appendix F.) Where relevant, our instructors strive to align their curriculum with the California Visual Performing Arts framework. This framework provides guiding principles, planning and implementation strategies, curriculum development, assessment resources, and professional development for instruction in dance, music, theater, and the visual 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.

ENRICHMENT PROGRAMS AT RDP

At RDP, students receive enrichment in nutrition and art. These programs were selected based on input from teachers, students, and parents as well as from a rigorous hiring process for qualified teaching candidates.

All of RDP's enrichment programs help broaden students' horizons, bolster school culture, and help make RDP a unique place to learn. In Art, students have studied traditional visual arts as well as theater and dance. In nutrition, students have learned about healthy living and eating, including the study of gardening. When possible, enrichment teachers strive to incorporate relevant cultural foci (i.e. Hispanic Heritage Month) into lessons and projects.

F. 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, each school chooses a fifth core value of its own. RDP has chosen "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/incentivize 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 behavioral "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 foci. 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.

- Data: 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 management system targeted at this time period.)
- Incentives: The Incentives Lead is in charge of school-wide inventive programs such as Core Value of the Month and Student of the Month. The Incentives Lead also ensures that the school is incentivizing 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.
- Kimochi's/RULER Curriculum: The Kimochi's/RULER Leads oversee the implementation of these social-emotional learning curricula, further described below.

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

- The Class Charter: 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.
- The Mood Meter: 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.

- The Meta-Moment: 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."
- The Blueprint: 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 unrolling these tools and getting students well-versed in them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress in a mood journal.

Kimochi's Curriculum. Kimochi's is a more scripted behavioral curriculum that we use in our younger 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 Kimochi's 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 sample RULER and Kimochi's materials and research supporting these curricula, please see Appendix D.

G. Personalized Instruction

"Personalized instruction" describes our overall approach to serving our Rocketeers, where we strive to give every student the right level of academic support at the right time through the right instructional method. We use a blended learning approach to further our goal of personalized instruction, in which we strategically leverage whole-group classroom instruction and activities, small-group instruction and activities, targeted customized interventions, and our suite of online learning programs. Across all content areas, teachers differentiate instruction based on a variety of assessment data. (For more information on how we use data to drive instruction, please see Section I below.) Students may work individually or in small groups with the classroom teacher, Individualized Learning Specialist, or other service providers to address any unique needs, gaps, or learning styles.

ONLINE LEARNING PROGRAMS

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.
- Realtime 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.

For research to support personalized learning, including a study by the Dell Foundation on blended learning at Rocketship, please see Appendix E.

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 DreamBox, Lexia Core5 and myON. Other programs, such as i-Ready and 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 i-Ready, ST Math and myON, allow teachers to assign lessons, reorder objectives or select books for students to see in their online portals. While ST Math & myON

allow these customizations for classes, i-Ready allows for an even higher level of assignability, allowing teachers to modify instruction for groups of students or even individual students. 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.

For a chart displaying the various features of our current OLPs, as well as white papers on the efficacy of some of our programs, please see Appendix E.

LEARNING LAB

As our overall approach to providing each student with the most customized and appropriate instruction for his or her unique needs, personalized learning inherently occurs throughout the entire school day. Because we are so dedicated to this targeted approach, however, we have also set aside a specific block during each school day- the Learning Lab- to support students' individual learning needs and supplement the high-quality instruction occurring in our classrooms.

The Learning Lab is a common space for students to meaningfully engage with the OLPs described above. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist (ILS), to refine a particular skill, concept, or strategy.

The Learning Lab is closely supervised by our School Leaders (the Principal and Assistant Principals). The School Leaders not only oversee the managerial aspects (i.e. hiring ILSs, monitoring student behavior, selecting appropriate OLPs, designing and laying out the learning space), but they also play a vital role in ensuring the substantive quality of the education that occurs in the Learning Lab. Our School Leaders are also certificated instructors and 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 the same support and professional development as classroom teachers on campus.

In addition to playing a vital role in the Learning Lab, our ILSs have invaluable short and long term benefits for our students and their families. Our ILSs often come from the communities that we serve and thus bring exceedingly important perspective into the school. We strive to have a staff body comprised of diverse backgrounds and experiences, and our ILSs are an integral part of our make-up. Our ILS model is also intended as a potential pipeline for bringing high-quality certified instructors into our classrooms. We provide support to ILSs who are interested in obtaining a teaching credential by helping them navigate credentialing requirements, teacher preparation programs, and degree programs. By investing in ILS development and supporting ILS training, we are hoping to provide our schools with a steady supply of dedicated teachers who are well-prepared, diverse, and deeply connected to the communities we serve.

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

H. Calendar and Instructional Minutes

EXTENDED LEARNING TIME

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal instructional time to make the progress that they need to catch up. We will offer the same or greater number of instructional days as the local school district. We also operate on an extended school day. School runs from approximately 8 a.m. to 4 p.m. (varies slightly depending on grade level).

The number of instructional minutes[6] that we offer for all grades will meet or exceed the state requirements in Education Code Section 47612.5(a) (1). The table below delineates subject areas and approximate amount of time per grade level, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs.

	Humanities	**Integrated Math**	**Launch/ Socio-Emotional Learning**	**Total Daily Instructional Minutes**	***Learning Lab***	***Enrichment***	***Total Daily Minutes***
K	180	90	45	**315**	*90*	*40*	***445***
1	180	90	45	**315**	*90*	*40*	***445***
2	180-190	90-100	45	**315-335**	*90-100*	*40*	***445-465***

[6] We define instructional minutes as minutes spent under the direct supervision of a certificated teacher.

3	180-190	90-100	45	**315-335**	*90-100*	*40*	***445-465***
4	190	90-100	45	**325-335**	*90-100*	*40*	***455-475***
5	190	90-100	45	**325-335**	*90-100*	*40*	***455-475***

For a sample full day RDP bell schedule, please see Appendix F.

ROTATIONAL MODEL

Our unique rotational model allows students to receive instruction in core academic subjects from specialized teachers. Students will be divided into cohorts, with which they rotate to various classes throughout the day. For example, a kindergarten cohort may begin their day in the Humanities block and receive instruction from a credentialed teacher who focuses on Humanities instruction. Students may also receive science and social studies content instruction during this time, as further described above in Section D. At the same time, a second cohort of kindergarteners will be receiving instruction from a second credentialed teacher in a separate Humanities classroom, also for 170 minutes. The third cohort of students will be in their Integrated Mathematics block with a third credentialed teacher who focuses on mathematics and science instruction. This cohort will spend 85 minutes in this class. The final cohort will be in the Learning Lab, overseen by a School Leader and run by an ILS. After 85 minutes, the third and fourth cohorts switch classroom spaces. This completes the students' first half of the day.

The entire grade level will then rotate. The first and second cohorts will move to either the Integrated Mathematics block or the Learning Lab, and swap after 85 minutes. The third and fourth cohorts will move to the two Humanities classrooms and receive 170 minutes of Humanities instruction.

All of our teachers hold a multiple subject credential. However, as described above, each teacher "specializes" in a particular instructional area. Specialization allows our teachers to hone their skills and develop a profound expertise in a focused instructional area, which we believe is especially important in light of the shift to the increasingly rigorous CA CCSS. Furthermore, specialization encourages - indeed, necessitates - collaboration across grade levels. Not only does such collaboration require our teachers to be constantly thinking about the inherent multidimensional nature of the content that they teach, but it also ensures that each student will have multiple educators' eyes monitoring and investing in their progress.

I. 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 California Assessment of Student Performance and Progress (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 myriad 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, at RDP 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. See Appendix G for sample materials from a quarterly Data Day.

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. (See Appendix G for a photo of a classroom goal tracker.)

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. (See Appendix G for example OLP goals.)

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. For example, we may award Reading Capes to the classes with the greatest progress on OLPs (e.g. lessons passed in iReady), or we may award "Math Medals" to the class who demonstrated the greatest proficiency on a recent formative assessment.

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. (See Appendix G for a picture of college banners in a Rocketship hallway.)

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. (See Appendix G for a sample report card.)

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[7]

Illuminate. The Illuminate platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. (See Illuminate screenshot, Appendix G.) 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 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 in Section IX above, tutors can leave notes on student progress and highlighting things to discuss during common planning time, which occurs daily with ILS staff and teachers within a grade

[7] 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.

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.

AIMSweb. AIMSweb is a web-based platform designed to support schools in engaging in data-based decision making within an RtI framework. Rocketship utilizes the curriculum-based measurements (CBMs) provided via AIMSweb as one of the assessment tools in the universal screening process that indicates which students are candidates for Tier 2 and Tier 3 academic interventions. Once identified students are placed in intervention, Rocketship utilizes AIMSweb as our ongoing progress monitoring system, administering weekly CBMs to all students participating in Tier 2 and Tier 3 reading interventions. The data yielded by these weekly progress monitoring assessments is then utilized to make instructional decisions for each student in intervention (for example, students who have met their annual progress monitoring goal may exit back to Tier 1, and students who are not making sufficient progress may receive a more intensive and individualized level of intervention).

For screenshots illustrating our current data management systems, please see Appendix G.

SECTION V: SPECIAL POPULATIONS

A. At-Risk Students

RESPONSE TO INTERVENTION: OVERVIEW AND PURPOSE

Response to Intervention (RtI) 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 RtI model contains seven 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. Multiple Tiers of Support: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need
3. Evidence-Based Interventions: the implementation of interventions and supports which are supported by empirical evidence to have positive academic and/or behavioral outcomes for the student population with which they are being implemented
4. 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
5. 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.
6. Treatment Integrity: the systematic monitoring of the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making
7. Problem-Solving: the dynamic and systematic 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, 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).

All of the individual programs necessary for implementing RtI exist in current practice. All necessary funding, programs, access to training, and staffing are currently available under existing law. The components of the RtI model are further described below, and Rocketship's RtI guide can be found in Appendix H.

RESPONSE TO INTERVENTION AT ROCKETSHIP

Rocketship has adopted an RtI framework to serve our at-risk students. Our model encompasses each of the seven essential RtI 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 screens are our NWEA MAP assessment, and 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.

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

- Tier 1- General Classroom Instruction: 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 Singapore Math 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 curricula that are implemented as a component of our Positive Behavior Interventions and Supports (PBIS) model.
- Tier 2- 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 2 level, including but not limited to small group phonics and fluency intervention in the learning lab and small group behavior interventions (such as small group counseling and Check-in/Check-out).
- Tier 3- Intensive, Individualized Supports: Students who don't respond favorably to supports at the Tier 1 and Tier 2 levels may be referred for a more intensive level of intervention. Intervention at the Tier 3 level is more targeted and more individualized. At Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, and 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 3 level, we often will make a referral for a psycho-educational 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: 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), individual counseling, functional behavior assessments and positive 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 2 and Tier 3 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 (CICO) is tracked daily by CICO coordinators.

Data-Based Decision Making. Rocketship's four to six week data cycles support the data-based decision making component of our RtI model. On Data Days, school staff analyzes 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, examples of which can be found in Appendix H.

Treatment Integrity: Rocketship Assistant Principals and Network Support staff conducts regular 'implementation fidelity' reviews of all staff conducting intervention using our evidence-based interventions. These reviews are not evaluator; 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 RtI 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 H.

Transparency is an important component to the RtI framework. We regularly communicate with parents throughout the entire process, beginning with a written notification that their child has been selected to participate in RtI interventions. For a sample parent notification letter, please see the Rocketship RtI Playbook in Appendix H.

B. 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 RtI program to high-achieving students (i.e. guided reading groups, advanced Singapore Math resources, 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 will use internal assessment 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 in Section IV.I.

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. Each student also receives personalized attention during 1:1 conferences during Writer's Workshop.

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

anticipate providing 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 will have the tools they need to track all of their students and make sure that students who began the year with good gains are not starting to fall back.

C. Integrated Special Education

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 Education 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.

RDP intends to continue operating 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). As an LEA, RDP will be solely responsible and liable, the same as a school district, for providing special education and related services. RDP 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 acceptance. Admission is based solely on availability of student enrollment space in a "general education" classroom.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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 I.) This information is entered in to 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, the school psychologist, and other staff as necessary, which plans targeted, individualized students who present with more significant academic and/or behavioral needs. (For a copy of our current SST Handbook, please see Appendix I.)
- Tier 2 and 3 behavior and academic interventions, further described above in Section A, 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 timeframe during which interventions must be implemented before special education evaluation is considered, as this timeline will likely 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.

While current law requires that interventions within the general education program be implemented before referral for a special education evaluation, 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 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, 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. The school team then schedules a formal SST meeting to respond to the parent 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 and 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 assess. 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, is 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. At Rocketship, students are assessed by a multi-disciplinary 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, social workers, etc. may be involved depending on the student's needs.

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[8]. 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. The team then meets no less than annually to review the IEP, and every three years to hold a triennial IEP meeting.

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 public 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

[8] 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.

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).

IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the Individualized Education Program (IEP) 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 (see Appendix I for more information on our approach to co-teaching). 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 do provide pull-out specially designed services when the IEP team determines that this placement 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 positive behavior intervention plan (PBIP) 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 PBIP, 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.

When a student with an IEP transfers out of Rocketship, our practice is to notify in writing the superintendent of the student's district of residence.

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 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 IDEIA, a referral for assessment under the IDEIA 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 review 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 as needed and on a regular basis to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

CONSIDERATIONS FOR EL STUDENTS

Because the majority of current Rocketship students are considered EL, 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. CELDT), further described in Section D below, are considered when developing a student's IEP. Testing accommodations described on the child's IEP, are considered for administering required language assessments.

INTEGRATED SPECIAL EDUCATION SERVICES

ISE Model. An Integrated Special Education (ISE) 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 instructions 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 designed 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 achievement in each grade.

For sample materials on general and special education collaboration and the UDL framework, please see Appendix I.

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, qualified 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, and physical therapy services 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 many related service providers, including speech language pathologists, school psychologists, and occupational therapists. Other low incidence related services, including vision services, adapted physical education, 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, Rocketship may consider a referral to a non-public school (NPS). Rocketship will not make referrals for placement at non-public schools, private schools, or agencies without consultation with the SELPA. If a parent places students at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA. We currently do not have any students enrolled in NPS or residential facility at any of the Rocketship schools.

Educationally Related Mental Health Services. As an LEA for the purposes of special education, Rocketship is responsible for the provision of Educational 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 ERMHS assessments and develops recommendations for ERMHS provision in accordance with state regulations and SELPA guidelines. ERMHS services are provided by a combination of Rocketship school psychologists and contracted NPAs, depending on the recommendations of the IEP team and needs of the individual student. For sample ERMHS procedures, please see Appendix I.

Transportation. Rocketship will provide transport 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 that students with mild learning differences. Our moderate to severe teaching staff participate 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.

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 NCLB requirements. In order for us to build teacher capacity, Rocketship utilizes the partnership with a local BTSA Induction Program to help ISE teachers to expand and deepen their teaching knowledge and skills and complete the requirements for a California Clear Credential.

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 and the School Psychologist 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 will 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.

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 (UDL)
- 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. For sample special education professional development materials, please see Appendix I.

PARENT INVOLVEMENT

Participation and Training. Rocketship parents are encouraged to participate in the school community through 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 El Dorado County Office of Education (EDCOE), 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 Charter SELPA offers mediation as an Alternative Dispute Resolution method. In the event that the issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningful settlement of issues. Parents have a right to file a complaint with Rocketship or the California Department of Education.

Rocketship understands and complies with all due process cases. We ensure that all parents are informed of their procedural rights and provide all information required. Our staff is experienced and able to participate in any legal actions necessary. A charter attorney with special education expertise is available as needed.

D. English Learners

At Rocketship, we serve a significant number of English learners (ELs).[9] 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.

<u>IDENTIFICATION AND ASSESSMENT</u>

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

[9] Legal guidelines clarify that an English learner (EL) is a TK-12 student who, based on the California English Language Development Test (CELDT), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

and for primary language assessment within 90 days, as required by law.[10] School personnel shall 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 California English Language Development Test (CELDT) 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 CELDT administration.[11] For more details on these classifications, please see below. CELDT scores will be placed in the student's cumulative file.

The CELDT will be used to fulfill state and federal requirements for annual English proficiency testing. The purpose of the CELDT 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 CELDT testing requirements and of CELDT results within 30 days of receiving results from the publisher.

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

A student's initial CELDT score determines whether he /she is classified as an English learner, and whether he or she is eligible to be classified as Initial Fluent English Proficient (IFEP). If the student is eligible for IFEP status, he or she is marked as "TBD" and evaluated for reclassification at the end of the academic year.

Our criteria for classifying a student as IFEP are as follows:

In Grades K-1:

- On the initial CELDT assessment, the student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5). The student's Listening and Speaking scores must each be Intermediate (Level 3) or higher.
- Academic performance is monitored for one year to verify that the student is able to successfully participate in curriculum designed for students of the same age. At the end of the academic year:

[10] 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 CELDT-tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

[11] The CELDT is the state-mandated language assessment at the time of this writing. We understand that the State is planning to transition to the English Language Proficiency Assessments for California (ELPAC) within the next several years. We will comply with all state laws and regulations regarding the implementation of the ELPAC as the successor language assessment.

- The teacher evaluates the student's performance in the classroom, taking into account the student's level of curriculum mastery.[12]
- The student's parents are consulted and provide consent for IFEP reclassification.
- The student demonstrates grade-level performance on objective assessments of basic skills (Rocketship will likely choose to use nationally normed NWEA MPG scores to compare ensure on-grade-level performance.)

In Grades 2-5: the same multiple criteria will be reviewed to classify a student as IFEP as are reviewed to classify a student as RFEP described in the section below.

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

In general, English 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 CELDT until they are identified as Reclassified Fluent English Proficient (RFEP). Rocketship has established reclassification policies and procedures in accordance with current state laws and regulations.[13]

At Rocketship, ELs who meet ALL of the following criteria should be recommended for reclassification:

- Student is in 2nd-5th grade.[14]
- Student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5) on the CEDLT and
    - Listening is Intermediate (Level 3) or higher,

[12] Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from being considered for IFEP classification.

[13] Requirements include: (1) assessment of language proficiency using an objective assessment instrument; (2) teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; (3) parental opinion and consultation; and (4) comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. CA Education Code 313-313.5; Title 5, California Code of Regulations [CCR], Section 11303.

[14] This decision was made by Rocketship's Achievement team in 2015 as a precaution to avoid premature reclassification in K-1 due to a lack of evidence supporting the student's ability to read independently. When CELDT is replaced by ELPAC, this requirement may be waived due to ELPAC's increased rigor and comprehensive assessment design.

    - Speaking is Intermediate (Level 3) or higher,
    - Reading is Intermediate (Level 3) or higher, and
    - Writing is Intermediate (Level 3) or higher.
- Teacher evaluates the student's performance in the classroom, taking into account the student's level of curriculum mastery.[15]
- Parents are consulted and provide consent for reclassification.
- Students in 3rd-5th grade earn scores at or above grade-level on Smarter Balanced ELA and Math assessments.[16]
- Students in 2nd grade earn RIT scores that demonstrate on-grade-level performance according to the national norm on both NWEA Reading and Math.[17]

The process for reclassification occurs annually between May and June. Rocketship's Analytics team will generate a spreadsheet of EL students who are eligible for reclassification and a list of students who are eligible for IFEP (marked as "TBD"). This spreadsheet will include all necessary assessment data on students who met or are close to meeting the reclassification criteria. 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 to IFEP or RFEP are documented in online databases including PowerSchool and CALPADs. Rocketship will monitor reclassified students' performance for two years after reclassification in accordance with California regulations and Title III of the ESEA.

ENGLISH LANGUAGE INSTRUCTION

In November 2012, the State Board of Education 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,

[15] Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from being considered for reclassification.

[16] For students scoring below the cut point, teachers should attempt to determine whether factors other than language proficiency are responsible for low performance on the test and whether reclassification is reasonable.

[17] For students scoring below the cut point, teachers should attempt to determine whether factors other than language proficiency are responsible for low performance and whether reclassification is reasonable.

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.

ELD Standards. We are designing 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 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 also students are 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.

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 focus 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 Designated 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 Cross-cultural 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.

Parents are also encouraged to participate in any and all school activities, including but not limited to the English Language Advisory Committee (ELAC) and School Site Council (SSC), further described in Element D below. Parents are also encouraged 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.

SECTION VI: 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 and webinars. We hold open houses for candidates to visit our schools and get to know us. We aim to hire exceptionally 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 and passes teaching candidates to principals for hiring. 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 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 educations 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 at least 200 hours throughout the school year for staff professional development. 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 Lucy Calkins. 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 measureable 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 percentage of students at national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the number of students making one year of 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 and the percentage of parents completing 30 partnership hours. (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 includes the following six pillars: investing students in vision and goals; establishing rigorous classroom expectations; creating an effective, warm learning environment; investing in families and the Rocketeer community; facilitating rigorous instruction; and employing an outcomes-driven approach. (For a copy of our current rubric, please see Appendix J.)

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.

For sample training materials that provide an overview of our updated talent management process, please see Appendix J.

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.

Rocketship has also structured compensation to reward high performance and bolster teacher retention. We have a performance-based pay system in which first and second year teachers earn a set salary but teachers with three or more years of experience are eligible for yearly increases based on their overall evaluation, as described above. We strive for all salaries to be above those of surrounding districts and charter schools, given our network's additional and high performance expectations.

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Grade Level Lead Program. As part of an effort to cultivate strong internal teacher-leader pipelines, Rocketship hires teachers to serve as Grade Level Leads (GLLs). The GLL partners with a school leader to set and drive the instructional and cultural visions for the grade level team. Specifically, GLLs are responsible for steering data-driven instruction; facilitating grade-level meetings on culture and operations, project management of grade-level events, and serving as a staff liaison within the school.

We look for candidates who have instructional expertise in the grade level and content area, a history of strong classroom culture and student results, and strong data analysis skills. GLLs are able to gain experience and development as an instructional leader of other adults through monthly centralized after-school professional development sessions, role-specific coaching from their school leader, joint observations, and periodic peer feedback. Our GLLs are able to authentically consider and prepare themselves for potential future roles as school leaders.

Rising Teachers Program. Rocketship's Rising Leaders program prepares teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. The program is idea for educators who are interested in developing as a GLL and/or school leader within the next several years, and who are considering other centralized network roles.

Members of the program engage in monthly workshops, which includes preparation work (i.e. short readings, videos, etc.) and occasional off-campus development sessions. The program also provides opportunities for teachers to practice and build their leadership skills in their work as classroom teachers and to build strong and collaborative relationships among teacher leaders across Rocketship campuses.

We look for candidates who have a willingness to learn and reflect in group settings, a track record of high student achievement, at least two years of teaching experience, demonstrated leadership in a formal or informal role, and exhibition of the Rocketship core characteristics by focusing on commitment to and ownership of their own development and investment in the community.

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 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 school leaders all spend approximately two hours each month receiving professional development from Rocketship's centralized Schools Team. 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.

SECTION VII: ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

In accordance with the Local Control Funding Formula ("LCFF") requirements, the table below provides a description of Rocketship's 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 created a comprehensive Local Control and Accountability Plan (LCAP) for the 2015-16 school year, attached as Appendix K, and will continue to annually update the plan in accordance with California laws. 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.

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 fully credentialed.
Actions to Achieve Goal	Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization. Verify all teachers are highly qualified as specified by §9101(23) of the ESEA. Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.
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.
Actions to Achieve Goal	All instructional materials prepared and purchased (i.e. 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.
Subpriority C: Facilities	
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.
Actions to Achieve Goal	Maintain and update facilities as needed to provide a safe, clean learning environment. Address safety hazards immediately and refer general needs items to the Board for review and prioritization.
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 all students, including all subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.
Actions to Achieve Goal	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.
Subpriority B: EL Students and Academic Content Knowledge	
Goals to Achieve Subpriority	All English Learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English Learner and other subgroups.
Actions to Achieve Goal	Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions. 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.
Subpriority C: EL Students and English Language Proficiency	
Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.
Actions to Achieve Goal	Align curriculum to ELD standards. 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. 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.

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.
Actions to Achieve Goal	Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter. 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.
Subpriority B: Promoting Parent Participation	
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.
Actions to Achieve Goal	Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings. Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.
Subpriority C: LCAP	
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.
Measurable Outcomes	Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.

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. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. 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.
Actions to Achieve Goal	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. Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.
Subpriority B: API	
Goals to Achieve Subpriority	RDP will meet state requirements for academic performance school wide and for all subgroups, including Hispanic students, socioeconomically disadvantaged students, EL students, and students with disabilities.

Actions to Achieve Goal	Monitor all students to assure they are making expected progress. School staff members work with classroom teachers to ensure all students are receiving the necessary supports.
Subpriority C: EL Proficiency Rates	
Goals to Achieve Subpriority	EL students will make progress toward EL proficiency each year.
Actions to Achieve Goal	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.
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.
Actions to Achieve Goal	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 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.
Actions to Achieve Goal	Monitor attendance reports. Educate parents and students about the importance of daily attendance. Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Hold conferences with parents of students who regularly miss school.
Subpriority B: Student Absenteeism	
Goals to Achieve Subpriority	Rocketship will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.
Actions to Achieve Goal	Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.

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.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula 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
Subpriority B: Pupil Expulsion Rates	
Goals to Achieve Subpriority	RDP will minimize pupil expulsion by implementing various methods to support students who are struggling.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula 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.
Subpriority C: Other Measures	
Goals to Achieve Subpriority	Parents are satisfied with the relationship they have with their child's teachers.
Actions to Achieve Goal	Regular parent-teacher conferences. Regular communication between teachers and parents (i.e. phone calls, emails, notes home) Parent participation in school events.

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.

Actions to Achieve Goal	Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE). Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.

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.
Actions to Achieve Goal	Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided 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.
Actions to Achieve Goal	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.
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.
Actions to Achieve Goal	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.
Subpriority D: Science	
Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.
Actions to Achieve Goal	NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block. NGSS-aligned science concepts will be incorporated into Mathematics instruction. 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.
Actions to Achieve Goal	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 school day.
Subpriority F: P.E.	
Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.
Actions to Achieve Goal	Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.

ELEMENTS B & C: MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT

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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the 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. —California Education Code Section 47605(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. —California Education Code Section 47605(b)(5)(C).

Pursuant to Education Code Section 47605(b)(5)(B), the following table describes RDP's measureable 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.

The LCAP attached to this charter petition as Appendix K shall not be deemed part of this charter, and therefore any amendments made to the LCAP shall not be considered a "material revision" of the charter as defined in Education Code 47607. This charter petition designates actions intended to ensure that RDP meets the goals and targets described below.

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 fully credentialed.	
Measurable Outcomes	1. 100% of teachers are appropriately assigned. 2. 100% of teachers are fully credentialed. 3. 100% of teachers are highly qualified.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Ensure all classroom teachers	Personnel records, including	RSED Human Resources (HR);

hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization.	documentation of required assessments, coursework, and credentials consistent with CCTC.	Principal
Verify all teachers are highly qualified as specified by §9101(23) of the ESEA.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.	RSED 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 leaders, other teachers, and parents.	RSED Recruitment Team; HR; Principal
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 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 (i.e. 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.	RSED Achievement Team, Schools Team, school leaders

Subpriority C: Facilities		
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California 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	RSED Facilities Team; RSED Schools Team; Principal; Business Operations Manager
Address safety hazards immediately and refer general needs items to the Board for review and prioritization.	Annual Facility Inspection; regular facility inspections to screen for safety hazards; facility inspection checklists prepared by Business Operations Manager	RSED Facilities Team; RSED Schools Team; 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 all students, including 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 are aligned to CA CCSS. 2. All teachers 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.	Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned. Professional development calendar reflecting specific	RSED Achievement Team; RSED Schools Team; School Leaders

Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.	CCSS-implementation sessions.	
Subpriority B: EL Students and Academic Content Knowledge		
Goals to Achieve Subpriority	All 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 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.	RSED Achievement Team; School Leaders
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs.	Professional development schedules. Annual inventory of instructional materials and assessments.	RSED Achievement and Schools Teams; School Leaders

Provide a broad range of high quality, standards-aligned instructional 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.		
Subpriority C: EL Students and English Language Proficiency		
Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.	
Measurable Outcomes	1. Reclassification rate increases by one percentage point per year above the average for the next three years (i.e. Year1 = average rate + 1; Y2 = avg. rate + 2; Y3 = avg. rate + 3) 2. Percentage of students meeting AMAO 1 increases by the following: Y1 = avg. + 1; Y2 = avg. + 3; Y3 = avg. + 4 3. 100% of EL students show growth in writing ability. 4. 100% of EL students receive ongoing support from classroom teacher. 5. 100% of teachers receive training in best practices to improve English Language proficiency.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	RSED 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.	CELDT/ELPAC results. Results from other interim assessments as described in this charter.	RSED Achievement Team; RSED 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	Professional development schedules	RSED Achievement Team; School Leaders

instruction and targeted interventions.		

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 Language 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.	RSED Board of Directors; RSED Growth & Community Engagement Team; RSED 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.	RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
Subpriority B: Promoting Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	1. Parents complete partnership hours every school year.	

	2. At least 75% parent attendance at school and community events.	
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 hour logs Attendance roster at school events	RSED Growth & Community Engagement Team; RSED 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, and Special Education, on LCAP goals generated during in-person community meetings, SSC meetings, and LCAP take-home survey.	
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 survey to gather feedback.	Annual LCAP. Parent meeting minutes. Parent Survey.	RSED Growth & Community Engagement Team; RSED 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. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. 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	1. Percentage of all students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 2. Percentage of EL students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 4. Percentage of SED students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5	
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.	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 (i.e. ILSs, Education Specialist)	RSED Achievement Team; RSED Schools Team; School Leader; Education Specialist

Implementation of assessment software that mimics the online testing format and rigor of the CAASPP. ISE services as described in this Charter.		
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.	RSED Achievement Team; RSED Schools Team; RSED Analytics Team; School Leaders
Subpriority B: API		
Goals to Achieve Subpriority	RDP will meet state requirements for academic performance school wide and for all subgroups, including Hispanic students, socioeconomically disadvantaged students, EL students, and students with disabilities.	
Measurable Outcomes	RDP meets state target of the statewide measure that will be established by State Board of Education that will replace API, school wide and for all subgroups.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor all students to assure they are making expected progress. School staff members work with classroom teachers to ensure all students are receiving the necessary supports.	Continuous monitoring of student growth, including all subgroups, using regular benchmark assessments and NWEA MAP or another nationally normed formative assessment, which are aligned to CCSS.	School Leaders; Teachers
Subpriority C: EL Proficiency Rates		
Goals to Achieve Subpriority	EL students will make progress toward EL proficiency each year.	
Measurable Outcomes	Percentage of students meeting AMAO 1 increases by the following: Y1 = avg. + 1; Y2 = avg. + 3; Y3 = avg. + 4	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor EL students to assure they are making expected progress.	Reading, Writing, and Math formative assessments, CELDT	RSED Achievement Team; School Leaders; teachers

Use the new CCSS ELD standards to guide instruction of EL students. Train teachers in SDAIE and GLAD strategies.	or ELPAC scores. Student progress reports. Review of yearly, unit, and daily lesson plans.	
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. Year1 = 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 GLAD strategies.	Reclassification statistics. Formative assessments in reading, writing, math. CELDT/ELPAC	RSED Achievement Team; School Leaders; teachers

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 are at least 95%.	
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.	RSED 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.	RSED 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	Rate of chronic absenteeism (missing 18+ days of school) decreases by one percentage point or maintains a rate below 3%.	
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.	RSED 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.	
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 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.	RSED 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 less than 1%	
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 incorporated into instructional	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school	RSED Schools Team; School Leaders; Teachers

plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	leaders, and service providers. Annual School Accountability Report Card.	
Subpriority C: Other Measures		
Goals to Achieve Subpriority	Parents are satisfied with the relationship they have with their child's teachers.	
Measurable Outcomes	1. Percentage of parents reporting satisfaction with their relationship with their child's teacher on the annual Parent Survey as follows: Y1 = 74%, Y2 = 76%, Y3 = 78% 2. 100% of families receive home visits from the classroom teacher and a School Leader.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Regular parent-teacher conferences. Regular communication between teachers and parents (i.e. phone calls, emails, notes home) Parent participation in school events.	Parent Survey. Home Visit log.	RSED 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 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.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
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.	RSED Schools Team; RSED Achievement Team; School Leaders
Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedules.	RSED Achievement Team; RSED 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	1. Percentage of all students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 2. Percentage of EL students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 4. Percentage of SED students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by

	the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided 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.	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data. CAASPP and CELDT/ELPAC.	RSED Schools Team; RSED Achievement Team; School Leaders; Teachers
Subpriority B: Mathematics		
Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.	
Measurable Outcomes	1. Percentage of all students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 2. Percentage of EL students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 4. Percentage of SED students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5	

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.	RSED Schools Team; RSED 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	100% of students will receive social studies content instruction during the Humanities block.	
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.	RSED 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	100% of students will receive science content instruction during the Integrated Mathematics and Humanities blocks.	
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. NGSS-aligned science concepts will be incorporated into Mathematics instruction. 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.	Yearly, unit, and daily lesson plans. NGSS-aligned unit assessments. CST for Science for 5th grade students (as applicable under CAASPP testing requirements)	RSED Achievement Team; School Leaders; teachers
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 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 school day.	Yearly, unit, and daily lesson plans. Bell schedule.	RSED Achievement Team; School Leaders; teachers
Subpriority F: P.E.		
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	RSED Schools Team; School Leaders

MULTIPLE ASSESSMENT MEASURES

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 A, Section I above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strength and weakness, 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 Standards Test for science will be administered annually in the spring to students in grade five (or a new science assessment if the state chooses one). These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state and federal measurements as they evolve and replace API and AYP. The California English Language Development Assessment (CELDT), or ELPAC when it is developed, will be administered to English Learners annually.
- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed regularly throughout the year using the STEP 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 from the Lucy Calkins Units of Study program 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 (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Some of these assessments will be teacher-developed based on Common Core State Standards, and others may be taken from a math program if we choose to

purchase one. Students will be preassessed at the beginning of math units to identify students in need of extra challenge or support. Ongoing assessment will take the form of teacher observations, assignments, and performance-based assessments involving problem-solving. At the end of each unit, student understanding and mastery will be measured through performance tasks or formal assessments. Teachers will create these assessments or select them from curriculum resources.

- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative 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 the RULER Approach and Kimochi's 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 on-going 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 plan to 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 County 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 CELDT/ELPAC results and reclassification. In accordance with IDEIA, Rocketship will comply with all state and federal laws regarding reporting requirements for children with IEPs.

ELEMENT D: GOVERNANCE AND PARENTAL INVOLVEMENT

"The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement."

- California Education Code Section 47605(b)(5)(D)

In accordance with Education Code section 47604, all Rocketship campuses will be operated by Rocketship Education (RSED), a California non-profit public benefit corporation with 501(c)(3) status. All staff will be employees of RSED. RSED will be governed by a 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. (RSED's Articles of Incorporation and are attached as Appendix L.)

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

SECTION I: GOVERNANCE STRUCTURE

A. Board Of Directors

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 and up to 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. For bios of our current Board members, please see Appendix L.

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. Currently, the board meets quarterly and more often as needed. RSED's Board of Directors 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

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, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with the County;
- 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;
- Evaluation of Rocketship Principals;
- 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.

RSED will update the County on any changes to the RSED 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 RSED any of those duties with the exception of those listed in the Bylaws. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. The Board may not delegate approval of the budget, approval of independent fiscal audit, approval of Board policies, hiring or termination of the CEO, expulsion of students, or any other duties prohibited by law. Where the Board has formally taken action to delegate authority to staff, changes must:

- Be in writing;
- Specify the entity designated;
- 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.

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. The Executive Committee shall comply with the Brown Act and 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 within the jurisdictional boundaries of the County for every meeting. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location.

RSED has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code.

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.

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

B. Advisory Board

We believe it is critical to form strong local partnerships to inform our growth and maximize our impact in each of the communities we serve. To this end, each Rocketship region that is governed by the Rocketship Education Board of Directors will have a regional Advisory Board consisting of a diverse group of parents, teachers, and civic and business leaders committed to closing the achievement gap. In our regions with six or more schools, including the Bay Area, a cross-section of schools will have representatives (i.e. one representative per authorizing district). School representatives will be parents of one or more currently-enrolled students. The remainder of the Advisory Board will be made up of local civic and business leaders.

The primary responsibility of the Advisory Board is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The Advisory Board may provide advice and counsel to Rocketship Education's Regional Director/Vice President; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement, and staff development; build local partnerships to enhance the quality and sustainability of Rocketship schools; and speak at local events, political forums, and site visits.

The Advisory Board will meet regularly, and members will attend certain designated Board meetings each year.

C. RSED Staff

As we have expanded our network and reach over the past five years, Rocketship has focused on building organizational capacity to maintain high-quality schools while also fueling growth. We have worked to develop and consistently apply deep functional expertise in each of the areas that comprise the complexity of school management.

The current support that RSED 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)

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 L.

SECTION II: 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 educations. As described in Element A above, our teachers and school leaders conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

We also 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 complete at least 30 partnership hours each school year. Partnership activities vary widely and can include assisting in classrooms, translating documents, providing administrative assistance, participating in community and family meetings—including community meetings to design and update the LCAP— attending advocacy events, and assisting in special school events.

A. School Site Council

Each Rocketship school forms a School Site Council (SSC) comprised of the principal, one classified staff member (i.e. the Office Manager), four to six teachers, and four to six parents.[18]

Initially, parents interested in serving on the SSC fill out interest forms, and members are elected at a school-wide community meeting either by ballot or open vote. The Principal also announces the SSC opportunity to teachers and selects interested members. At its first meaning, the SSC develops and approves Bylaws, which specify the means of selecting future members and officers from thereon out, terms of office, the notice of elections for each peer

[18] As of the 2015-16 school year; composition subject to change to remain compliant with any CA laws and regulations.

group, the responsibilities of the SSC and time commitment involved, and a nondiscrimination policy.[19]

The key functions of the SSC are to provide input on the following areas:

- instructional model, student achievement, and data
- school needs assessment
- attendance
- English Learners and reclassification process
- budget and categorical funding allocation

The SSC also discusses discipline trends, safety, fundraising, school culture, community engagement, school events, and parent empowerment. Additionally, under the CA Ed Code, the SSC is responsible for annually reviewing, updating, and monitoring the implementation of the school's LEA Plan, which incorporates academic instructional programs and all categorical resource expenditures for the school.

The SSC meets at least four times per school year (typically September, November, February, and May). All meetings are conducted in compliance with applicable provisions of the Brown Act and the Green Act, which require that public notice be given before the meeting and that the agenda includes action items and space for public comment. Translators are provided at meetings when necessary. Meeting minutes are kept by the Office Manager and posted on the school's website.

The SSC also provides professional development opportunities for parents through guided exposure to data and analyses and training around budget reviews.

Finally, each SSC will elect a parent representative to serve on Rocketship's Regional Advisory Board, described above.

B. English Learner Advisory Committee

The English Learner Advisory Committee (ELAC) is a committee for parents and other community members who wish to advocate for English Learners. Under CA laws, all schools with more than 21 ELs must have an ELAC. Committee membership must include parents of ELs, but may also include other duly elected family and community members. The percentage of parents who are elected must be equal to the percentage of ELs at the school. (For example, if 50% of students at the school are ELs, at least 50% of the ELAC must be parents.) The remaining percentage of the committee can be comprised of the principal, community

[19] CA laws do not require a specific means of selecting SSC members, except that members must be chosen by peers. Additionally, the SSC may not impose membership qualifications or reserve seats for a particular group or individual.

members, teachers, instructional aides, parent liaisons, and other staff. However, *only* parents of ELs are empowered to elect additional members to the ELAC.
The ELAC is required by law to be involved in the following tasks:

- Monitoring and evaluating the school's EL program, including the review of the school's plan for English learners.
- Developing the school's LEA Plan.
- Analyzing and reviewing the school's needs assessment.
- Analyzing and reviewing the school's annual language census report (R-30 LC Report)
- Ensuring that other parents are aware of the importance of regular school attendance.
- Developing the Title I Parent Involvement Policy and School-Parent Compact, which will describe how parents, school staff, and students will share responsibility for improved student academic achievement and proficiency on the California content standards.

At Rocketship, we strive to have our ELAC and SSC overlap to the extent possible under the law. The two committees will convene to ensure alignment on the LEA Plan, as they both play development and monitoring roles. (The SSC is actually required under the law to seek feedback from the ELAC prior to finalizing a school's LEA Plan.) Our policy is that at least half of the parent members of the SSC will be ELAC members.

C. 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 at least 70% 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 RDP Schools.
- Engaging each RDP family to complete at least 30 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.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. -- California Education Code Section 47605(b)(5)(E)

Rocketship Education 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(d)(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 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 equivalent to that which a teacher in other public schools would be required to hold. Rocketship will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring.

RDP is a School of Choice and will comply with all applicable state and federal laws regarding background checks, clearance of personnel, maintenance and disclosure of employee records, and NCLB guidelines.

PRINCIPAL

The Principal is responsible for creating a school capable of achieving the Rocketship mission and goals. This will include leading RDP in all aspects of its day to day operations, working with the RSED 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 required
- BA from accredited university
- Valid Teaching Credential

ASSISTANT PRINCIPAL

RDP will have at least two Assistant Principals, focused full-time on the implementation of RDP's academic systems and mentoring teachers to improve their effectiveness.

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 (ISE) 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
- Manage the BTSA process for eligible staff and support other teachers through the credentialing process, which includes the successful completion of Teacher Performance Assessments
- 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 required
- BA from accredited university
- Valid Teaching Credential

CORE CLASSROOM TEACHERS

Rocketship defines core classes as English Language Arts, Mathematics, Social Studies, and Science. All other classes offered will be considered noncore classes. In passing the Charter Schools Act, it is the intent of the Legislature that charter schools be given flexibility in credentialing with regard to noncore, non-college preparatory courses.

Rocketship's core teachers at all levels shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act (NCLB).

Accordingly, a teacher of core academic subjects must meet the following qualifications:

- a bachelor's degree;
- California teaching credential: CLAD or BCLAD, clear or in progress
- demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").

RDP shall comply with Education Code Section 47605(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 be CLAD certified 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, merit-based salaries typically averaging 120% of salaries in surrounding districts. A component of teacher pay and the criteria for considering their advancement to Assistant Principal will include the following:

- Personal achievement of significant gains for students which they have directly instructed;
- Parent and Assistant Principal satisfaction with their teaching;
- Peer and Assistant Principal satisfaction with their mentoring and instructional leadership.

We believe it will be possible for teachers to be promoted to Assistant Principal positions within two to three years of becoming teachers.

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 RDP 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 assisting other personnel in the diagnosis of learning disorders, development of remediation plans and/or student progress

- Provide one-to-one or small group instruction, direct services and push in or pull out intervention as required by IEP
- Administer standardized achievement tests, interpreting results to determine learners' strengths and areas of need for initial, annual and triennial assessments
- 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 assuring full compliance with legal requirements as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code
- Collaborate with parents as educational partners and provide ability awareness as needed

Qualifications

- Embrace the mission of Rocketship Education
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- 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

<u>INDIVIDUALIZED LEARNING SPECIALISTS</u>

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

<u>PARAPROFESSIONAL</u>

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

<u>OFFICE MANAGER</u>

The Office Manager will be responsible for daily operations at RDP. The Office Manager will report 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 skill
- 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, CELDT, 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

ENRICHMENT CENTER COORDINATOR

The Enrichment Center Coordinator provides students with the opportunity to engage in physical education, art, and various other enrichment activities. The Enrichment Center Coordinator plays a critical role in strengthening school culture. He or she oversees the effectiveness of the Enrichment Center and interacts with all students on a daily basis.

Responsibilities

- Motivate students to participate in learning activities; create a positive student culture around sports and teamwork; maintain high behavioral expectations for all students
- Develop a year-long scope and sequence map as well as thematic unit plans to teach discrete sports skills (soccer, basketball, kickball etc.), art skills, gardening skills, teamwork, and various other enrichment skills throughout the school year.
- Collaborate with school staff to develop a positive culture focused on Rocketship's core values (respect, responsibility, persistence, empathy) both outdoors and indoors
- Serve as the leader and facilitate large group lessons and games on the topics indicated above

- Communicate and collaborate with teachers and school leaders; participate actively in staff development opportunities as a member of the Rocketship team
- Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations; respond to occasional exposure to blood, bodily fluids and tissue and/or occasional interactions with children who require additional support with behavior
- Inventory and maintain Enrichment Center materials and accessories
- Other duties as assigned by the supervisor

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
- Belief in the value of enrichment, art, gardening, and physical education for all children
- Previous experience or training building teams with youth
- 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 Education
- Fluency in English
- Flexibility and a willingness to learn
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Background check, TB test and fingerprinting required

<u>SUPPORT STAFF</u>

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 Education
- Basic fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a record summary as described in Section 44237."

-California Education Code Section 47605(b)(5)(F)

Please see Appendix M for a detailed description of sample RDP health and safety policies on Fingerprinting and Background Checks; Tuberculin Examinations; Safe Facilities; Emergency Plans; Immunizations/Physical Exams; Communicable, Contagious, or Infectious Disease Prevention; Administration of Medications; Drug-Free Workplace; Smoke-Free Environment; First Aid CPR, and Health Screening (vision/hearing/scoliosis); Exposure Control Plan for Blood Borne Pathogens; policies on Sexual Harassment and Complaint Procedures; and policies on the role of staff as Mandated Child Abuse Reporters. 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.

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.

It is the policy of RSED to require fingerprinting and background checks (also known as "criminal records summaries") for all its employees as required by state or local law prior to beginning employment at RSED. All prospective employees must abide by all applicable laws and agree to abide by the policies of RSED, including the submission of fingerprints and the approval for RSED or its designee to perform background checks.

The fingerprinting and background checks conducted with the Department of Justice will be required for all new employees before the beginning of each school year. These will also be required of Rocketship employees who leave RSED and are then rehired. This requirement is a condition of employment.

RSED 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.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff 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 CA Ed Code 44691.

TB TESTING

Rocketship will follow the requirement of 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.

VISION/HEARING/SCOLIOSIS

Rocketship shall adhere to Education Code Section 49450 *et seq*. as applicable to the grade levels served.

EMERGENCY PREPAREDNESS

Rocketship shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for County receipt and review. This handbook shall include an evacuation plan, and general school safety, injury and illness prevention.

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 "Blood-borne 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 will 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 will maintain accessible records documenting all such compliances. RDP has received a Certificate of Occupancy prior to the start of school.

Rocketship presently intends to comply 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 local school 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 SEXUAL HARASSMENT POLICIES AND PROCEDURES

Rocketship is committed to providing a harassment-free environment. Furthermore, Rocketship will never discriminate against any individual on the basis of race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. -- California Education Code Section 47605(b)(5)(G)

RDP shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the local school district.

RDP will implement a strategy that includes, but is not necessarily limited to, printing and distributing materials in English, Spanish, and other languages reflecting the needs of the community, and:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the local school district.
- Continuous outreach activities throughout the community.

Rocketship shall, as part of its programmatic audit, 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 H: ADMISSIONS REQUIREMENTS

"Admission requirements, if applicable."
- California Education Code Section 47605(b)(5)(H)

RDP shall strive to achieve a student population that understands and values RDP's mission and vision statements and is committed to RDP instructional and operational philosophy.

RDP shall be an open enrollment and tuition-free public, charter 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 RDP. RDP 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.

The school 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, 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).

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information. 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. RDP shall admit all students who wish to attend the Charter School subject only to capacity. In the event that this occurs, RDP 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 enrollment in the following school year.

Upon selection for admission pursuant to public random drawing, the registration process will include 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, e.g. birth certificate.

RDP feels strongly that success for students requires a commitment from both students and parents to the mission and vision of RDP as set forth in the Charter. During the registration process, all parents or guardians will be asked to sign a Commitment Letter indicating they understand RDP philosophy, program, and volunteer policy. Students will not be denied admission or dis-enrolled for failing to sign the Commitment Letter.

LOTTERY POLICIES AND PROCEDURES

As described above, RDP will implement a public random drawing in the event that applications for enrollment exceed capacity. Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

1. Siblings of currently enrolled RDP students
2. Children of employees of RDP(not to exceed 10% of total enrollment)
3. Residents of the County
4. Other California residents

Rocketship and the County mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at RDP discretion as long as such modifications are consistent with the law and written notice is provided by RDP to the County. Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify.

Public random drawing rules, deadlines, dates and times will be communicated on RDP's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. RDP 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.

RDP will likely conduct the lottery in the late winter or early spring for enrollment in fall of that year.

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 wait list on a first come-first served basis 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 wait list families when the next year's application becomes available. Students who remain on the wait list at the end of a given school year will have to submit a new application for the next school year.

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.-- California Education Code Section 47605(b)(5)(I)

The RSED Board will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual audit of Rocketship's books and records will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(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 Audit 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 audit committee will review any audit exceptions or deficiencies and report to the Business Committee of the Board with recommendations on how to resolve them. The RSED Business Committee will then approve the audit. By March 15th, The Board will submit a report to the County 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 the County to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the County. 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.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605(b)(5)(J)

Rocketship acknowledges the responsibility of each student, parent, volunteer, faculty, staff and administrator to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. It is Rocketship's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

GROUNDS FOR SUSPENSION AND EXPULSION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at RDP or at a school sponsored event. A student may also be suspended or expelled for activities considered to be "social media bullying". Section B of Rocketship's Suspension and Expulsion policy, attached here as Appendix N and incorporated by reference herein, enumerates 23 offenses for which students may be suspended or expelled.

SUSPENSION AND EXPULSION PROCEDURES

The procedures by which a student can be suspended from Rocketship are as follows:

Conference. Within three days of the suspension, a conference will be conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. At the conference, the student will be informed of the reason and evidence for the suspension and be given an opportunity to present a defense.

Notice to parent or guardian. At the time of the suspension, the Principal or designee will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian will be notified in writing of the suspension and the date of return following suspension. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school.

***Suspension time limits/recommendation for expulsion*.** Suspensions, when not including a recommendation for expulsion, will not exceed five consecutive school days per suspension. The total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year. Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's guardian will be invited to a conference to determine if the suspension should be extended pending an expulsion hearing.

Students recommended for expulsion are entitled to a hearing within 30 days to determine whether the student should be expelled. In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee, a committee of the Rocketship Education Board of Directors, for a final decision whether or not to expel. The hearing will be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing.

For further details on suspension and expulsion procedures, please see Sections C-E of Rocketship's Suspension and Expulsion Policy, attached as Appendix N.

PROCEDURES AND SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

Rocketship shall immediately notify the County and coordinate the procedures for the discipline of any student with a disability who is suspended for more than 10 school days during a school year.

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 or functional analysis, 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 alterative 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 or a functional analysis 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.

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 or until the expiration of the 45 day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

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. RDP's 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 USC 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 USC 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 Rocketship's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

For more details, please see Section O of Rocketship's Suspension and Expulsion Policy, attached as Appendix N. Rocketship's Suspension and Expulsion Policy shall serve as RDP's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal

requirements. RDP staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

ELEMENT K: STAFF RETIREMENT SYSTEM

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. -- California Education Code Section 47605(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 with a 3% match from RSED. Full-time certificated teachers may also participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated 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 and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been made.

ELEMENT L: ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the district who choose not to attend charter school. -- Education Code Section 47605(b)(5)(L)*

No student may be required to attend RDP. Students who reside within Santa Clara County may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing district 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: DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: *A description of the rights of any 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(b)(5)(M)*

No public school district employee shall be required to work at Rocketship. Employees of the school district who choose to leave the employment of school district to work at Rocketship will have no automatic rights of return to the school district after employment by Rocketship unless specifically granted by the school district through a leave of absence or other agreement. Rocketship employees shall have any right upon leaving the school district to work at Rocketship that the school district may specify, any rights of return to employment in a school district after employment at Rocketship that the school district may specify, and any other rights upon leaving employment to work at Rocketship that the school district determines to be reasonable and not in conflict with any law.

All employees of RDP will be considered the exclusive employees of Rocketship Education and not of the school district, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the school district or any school district will not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity, including any rights in the case of closure of RDP.

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."

-California Education Code Section 47605(b)(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(b)(5)(N) with the understanding that RDP may present revisions for County consideration and approval either as part of the MOU or as a revision to this charter.

The staff and governing board members of RSED and the County 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.

All internal Rocketship disputes will be handled internally and will be governed by RSED's adopted policies.

In the event of a dispute between RDP and the authorizer, the staff and Board members of RSED 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 RDP 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, RDP 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.

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 RDP 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(s) 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: LABOR RELATIONS

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. -- California Education Code Section 47605(b)(5)(O)

RSED shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of Educational Employment Relations Act ("EERA"). RSED will comply with the EERA.

ELEMENT P: CLOSURE OF THE SCHOOL

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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(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 RSED Board. 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 RSED Board will promptly notify parents and students of RDP, the Santa Clara County Office of Education, RDP's SELPA, the retirement systems in which RDP's 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 Board 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 RSED Board 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 they will provide to the entity responsible for closure-related activities. As allowable by the County, RDP shall transfer all appropriate student records to the County and shall otherwise assist students in transferring to their next school. If the County will not store student records, RDP will discuss an alternative arrangement with the County 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, RSED shall prepare final financial records. RSED shall also have a State Controller-approved firm complete an independent audit within six months after closure. RSED shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by RDP and shall be provided to the County 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 RDP.

RSED 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 and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any school district or County property will be promptly returned upon RDP closure to the district or County. 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.

BUSINESS OPERATIONS

Governing Law: *The petitioner or petitioners shall also 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(g)*

BUDGETS AND CASH FLOW

Attached, as Appendix O, 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 San Jose Unified School District (SJUSD) will owe in-lieu property tax payments to the Charter School pursuant to Education Code 47635, which provides, in relevant part:

> (b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.
> (1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:
> (A) Six percent in August.
> (B) Twelve percent in September.
> (C) Eight percent each month in October, November, December, January, and February.
> (2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the

amount transferred in the month of March.

(3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to the remaining difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).

(4) Final adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in February, in conjunction with the final reconciliation of annual apportionments to schools.

(5) Subdivision (a) and paragraphs (1) to (4), inclusive, do not apply for pupils who reside in, and are otherwise eligible to attend a school in, a basic aid school district, but who attend a charter school in a non-basic aid school district. With regard to these pupils, the sponsoring basic aid school district shall transfer to the charter school an amount of funds equivalent to the local control funding formula grant pursuant to Section 42238.02, as implemented by Section 42238.03, earned through average daily attendance by the charter school for each pupil's attendance, not to exceed the average property tax share per unit of average daily attendance for pupils residing and attending in the basic aid school district. The transfer of funds shall be made in not fewer than two installments at the request of the charter school, the first occurring not later than February 1 and the second not later than June 1 of each school year. Payments shall reflect the average daily attendance certified for the time periods of the first and second principal apportionments, respectively. The Superintendent may not apportion any funds for the attendance of pupils described in this subdivision unless the amount transferred by the basic aid district is less than the local control funding formula grant pursuant to Section 42238.02, as implemented by Section 42238.03, earned by the charter school, in which event the Superintendent shall apportion the difference to the charter school from state funds.

The attached budget assumes that these payments will be made timely by SJUSD as required by Education Code 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on SJUSD meeting its obligation to provide in-lieu property tax payments in a timely fashion and the State of California maintaining at least the funding rates per pupil contained in the 2013-14 fiscal year budget.

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 the County:

- 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 the County 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 the County 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. The County 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 school are to be provided. -- Education Code Section 47605(g)

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 Education as the predominate provider of administrative services. We do not anticipate purchasing any services from the County, but we will fairly evaluate any offer of services from the County 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 Education 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 utilized by the school. -- California Education Code Section 47605(g).

Location. RDP is located at 950 Owsley Avenue in San Jose, CA. Constructed in 2011, the building is a 21,000-square foot, two-story structure that includes administrative space, general education classrooms, a staff room, a parent room, special education rooms, and a servery. The schoolhouse sits on a one-acre site that also includes parking space and an outdoor play area.

Projected Cost, Type, and Financing Plan. Rocketship conducts a rigorous facilities acquisition process to open its campuses. Historically, this process has resulted in working with Launchpad Development Company (Launchpad) to acquire the land and build Rocketship's schools. RDP is owned by Launchpad Development Four LLC. Rocketship Education leases the building from Launchpad.

Each of the facilities housing Rocketship's first nine schools, including RDP, was completed on-time and on budget, resulted in an average facility cost of ~18% of revenues for the school network for 2013/14 (Bay Area Region), prior to any lease-aid reimbursements available under California Proposition 39.

Rocketship budgets Facility Expenses based on lease payments determined by its real estate development partner based on the cost of each project. The Facility Expense is finalized and agreed to by both parties prior to project financing, and memorialized by an industry-standard lease document. The Facility Expense is comprised of normal and customary components of

market rents including; project costs, property management fees, taxes, insurance, and reserves for replacement of capital items. This methodology results in market based rents for Rocketship.

Launchpad's financing plan for the development of the new schools and sites, absent the desired Prop 39 partnership, is one of three main options listed below. With these financing options, Launchpad has been able to complete all of its projects for Rocketship on time and within the approved project budget.

- New Market Tax Credits
- Tax Exempt Bond financing
- Bridge financing during the development and construction periods that will be taken out by tax exempt bond financing once the project is complete and has opened.

Launchpad successfully financed four of the nine Bay Area Rocketship projects with New Market Tax Credits (NMTC), four projects by issuing long term tax exempt bonds, and one project through short term private financing. RDP was financed through the NMTC option in 2011. These transactions have resulted in the increased interest of local and national lenders as well as capital markets investors, providing confidence in the ability to finance the construction of new Rocketship schools moving forward.

Access to local school bond and/or parcel tax proceeds would have a clear financial benefit for charter school operators and we hope collective efforts in the future will produce these results. Currently, we know of no school bond or parcel tax proceeds available for capital projects for charter schools. It is our understanding that Prop 1D and Prop 55 state bond monies set aside for charter school capital projects are currently fully allocated and there are numerous charter schools that have been allocated funds but have yet to identify and implement development and financing plans in order to receive the benefit of the funds allocated. Launchpad and Rocketship periodically and strategically maintain working relationships with CSFA; the entity overseeing the award of and distribution of state bond monies, and the investment bankers that assist CSFA with this distribution and awarding of Prop. 1D and Prop. 55 funds.

Since opening the RDP campus in 2011, Rocketship has responded to requests from the community and parents to mitigate the impact of traffic to the community during drop-off and pick-up times for our students. Additional support staff has been committed to the drop-off and pick-up times to support the on-site traffic. School leadership and Rocketship staff also requested that the City of San Jose install additional traffic calming measures off-site, near the campus, and some short-term parking and parking prohibition signage was put in place by the City; however, the request for a Stop sign at Wooster and Tripp Avenues was not approved.

IMPACT ON THE DISTRUCT

Governing Law: Potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the school district -- Education Code Section 47605(g).

RDP is operated by RSED, a California non-profit 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 Education Articles of Incorporation and Bylaws are attached as Appendix L. Rocketship Education shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the County shall not be liable for the operation of RDP.

Further, RSED and the County shall enter into a memorandum of understanding or contract which shall provide for indemnification of the County by RSED. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The County shall be named an additional insured on the general liability insurance of RDP.

The corporate bylaws of Rocketship Education and each of its schools shall provide for indemnification of the Rocketship Education and Rocketship Education Board of Directors, officers, agents, and employees, and Rocketship Education and Rocketship Board will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

Rocketship Education and the Rocketship Education 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.

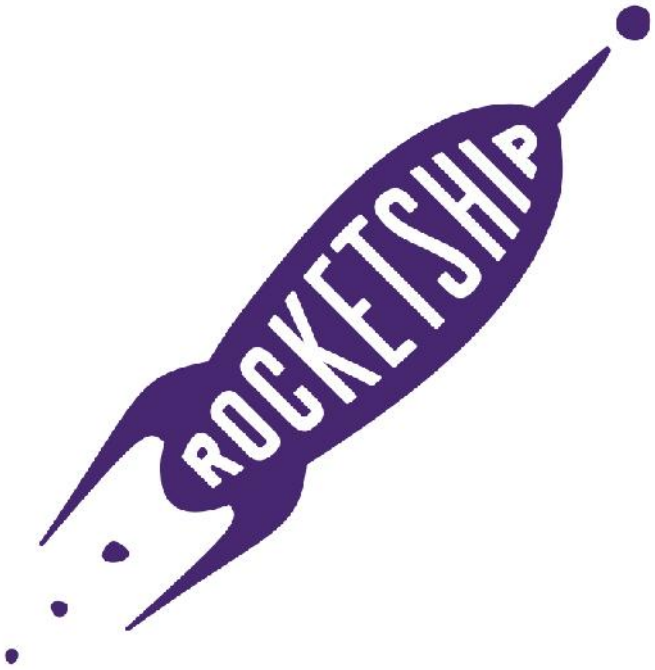
CONCLUSION

By approving the renewal of 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 the County to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal for renewal of a charter for a five-year term to begin July 1, 2016. In order to comply with rigorous County charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix O and the Suspension and Expulsion policy included as Appendix N, are not intended to be incorporated by reference into the petition, but are provided to ensure that the County 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.

Pursuant to Education Code section 47605(b) the chartering authority should be guided by the intent of the legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the County shall grant a charter for the operation of the school if it is satisfied the granting of the charter is consistent with sound educational practice. The governing board of the County shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth facts to support a finding that the charter petition's educational program is unsound, or the charter petitioners are unlikely to succeed, or the charter fails to include the appropriate number of signatures or affirmations, or the charter does not include a reasonably comprehensive description of all of the required elements.

Should this petition not be approved for renewal, the Petitioners will file an appeal with the California Department of Education pursuant to Education Code Section 47605.

Rocketship Discovery Prep



Performance Report

Submitted to the Santa Clara County Office of Education
January 19, 2016

INTRODUCTION

The Rocketship Discovery Prep ("RDP") community is pleased to submit a petition for renewal of the school's charter.

Pursuant to Education Code § 47607(b), charter schools that wish to be granted a renewal must meet at least one of the following criteria prior to being reauthorized:

- Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years [§ 47607(b)(1)];
- Ranked in deciles 4-10, inclusive, on the API in the prior year or in two of the last three years[§ 47607(b)(2)];
- Ranked in deciles 4-10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years [§ 47607(b)(3)]; or
- The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school [§ 47607(b)(4)(A)].

The following Performance Report demonstrates how, since first opening in August 2011, RDP students have made substantial progress toward measureable outcomes and achieved at levels not only equal to, but in many cases far exceeding those of, local comparison schools. This Performance Report is meant to accompany RDP's charter petition for renewal, which contains many more details on each of the performance measures described herein.

SECTION I: ACADEMIC PROGRESS

A. California Assessment of Student Performance and Progress (CAASPP)

In accordance with California laws and regulations, RDP first administered the Smarter Balanced assessments in English/Language Arts (ELA) and Mathematics in SY 2014-15 pursuant to the CAASPP system.

The Smarter Balanced summative assessments (SBAC) and the Common Core State Standards (CCSS) with which they align are unparalleled in rigor. Students in California are being asked to engage in and articulate complex, higher-order thinking across content areas, often in ways they have never previously encountered on performance assessments. Despite the unfamiliarity and increased complexity of the new assessment regimen, RDP students in 3rd-5th grades, including RDP's primary student subpopulations, outperformed students in the district and State in both Mathematics and ELA/Literacy.

As indicated in Ed Code 47607(b)(4)(A), academic performance comparisons should include comparisons the school district in which the charter school is located and to the district schools that charter school students would otherwise attend. Academic comparisons should also take into account the composition of the pupil population that the charter school serves.

RDP is located in the San Jose Unified School District (SJUSD). RDP had a higher percentage of students scoring at or above grade level on SBAC Mathematics than did the entire SJUSD (and the entire State of California), as shown in the graph below. RDP's performance on SBAC ELA did not match that of SJUSD. However, RDP's performance met or exceeded that of comparison schools in both Mathematics and ELA when taking into account the other factors prescribed by Ed Code 47607(b)(4)(A).

A significant number of RDP students would otherwise attend Empire Gardens or Anne Darling elementary schools, which are the two SJUSD public schools located in closest proximity to RDP's campus. The composition of RDP's student body is also much more similar to that of Empire Gardens and Anne Darling than it is to SJUSD as a whole, as shown in the tables below.[1]

Student Demographics, Grades 3-5

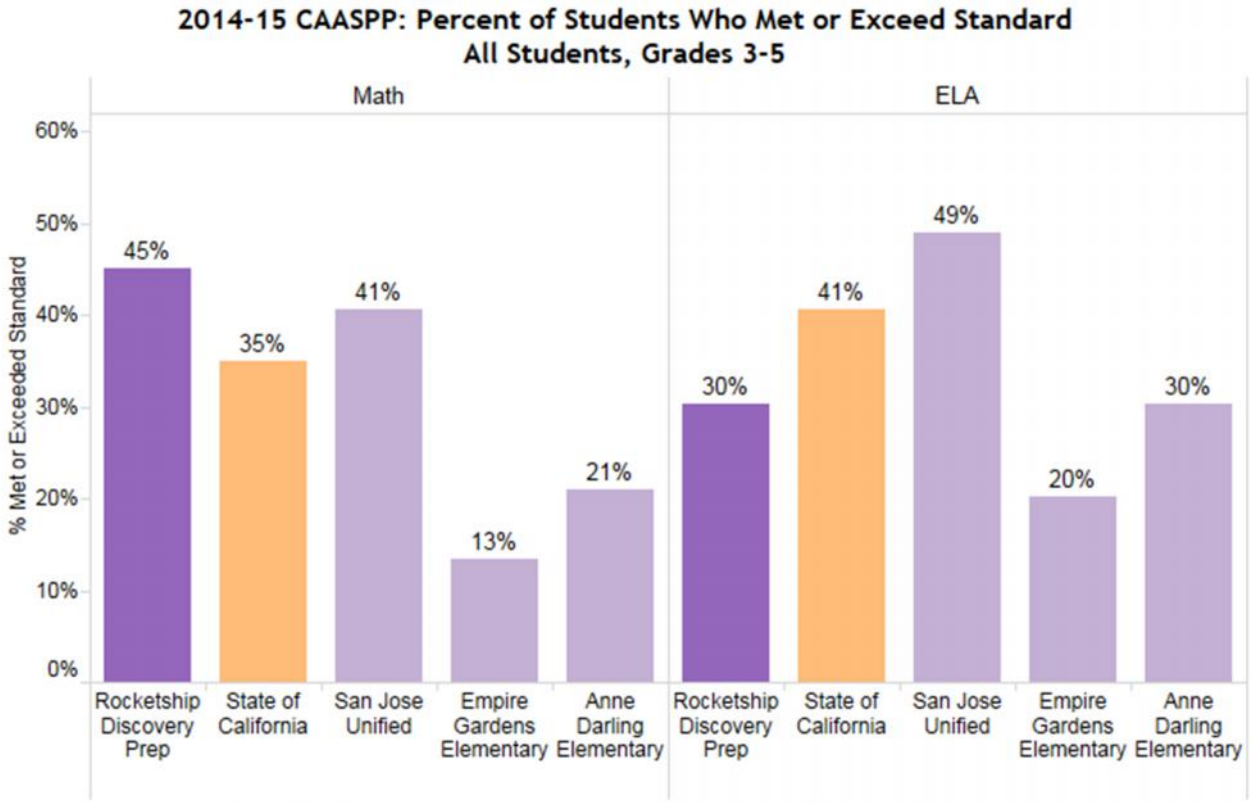
	Enrollment	%Socioeconomically Disadvantaged	English Learner	Hispanic
Rocketship Discovery Prep	249	90	57	88
State of California	1,422,739	60	26	52
SJUSD	7,588	46	22	52
Empire Gardens Elementary	194	85	55	90
Anne Darling Elementary	243	82	36	81
Source: California Department of Education, CAASPP (http://caaspp.cde.ca.gov/).				

The data in the remainder of this section illustrates how RDP students in 3rd-5th grades outperformed not only Empire Gardens and Anne Darling but also the entire SJUSD and the entire state of California on SBAC Mathematics. RDP's primary student subpopulations – students who are Socioeconomically Disadvantaged, English learners, and Hispanic – also outperformed Empire Gardens and Anne Darling, SJUSD as a whole, and the state of California on SBAC Mathematics and ELA.

[1] These figures represent students in grades 3-5 who were tested on SBAC Mathematics. Numbers of students who were tested on SBAC ELA/Literacy were reported to the CDE separately. In most cases, the numbers were virtually the same. The only meaningful difference was that Empire Gardens Elementary reported a lower percentage of EL and Hispanic students being tested for ELA (45 and 79%, respectively).

As further described in the accompanying petition for renewal, Rocketship is committed to exploring ways to continue to evolve and improve our instructional model to ensure that our students are able to achieve even higher levels of mastery of the rigorous standards called for by the CA CCSS and CAASPP.

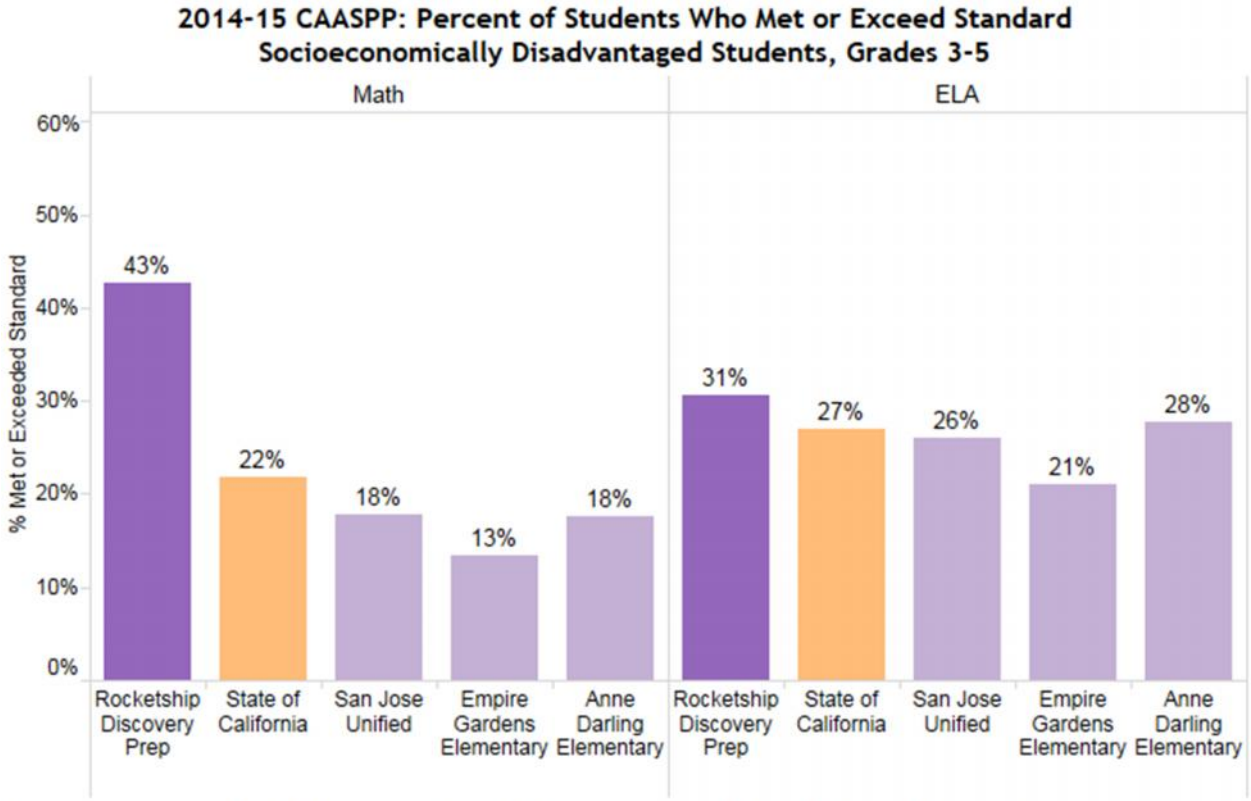
COMPARISON: ALL STUDENTS



Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

Although RDP serves a very different population than the state of CA and SJUSD overall, with substantially higher percentages than CA (90% vs. 60%) and double the percentage of socioeconomically disadvantaged students than SJUSD (90% compared to 45%), RDP outperformed these comparison areas by 10 and 4 percentage points, respectively, on SBAC Mathematics. In addition, RDP students significantly outperformed Empire Gardens and Anne Darling in Mathematics, with more than twice as many of its students meeting or exceeding standards on SBAC. RDP students also had similar or higher performance than these comparison schools on SBAC ELA.

COMPARISON: SOCIOECONOMICALLY DISADVANTAGED STUDENTS

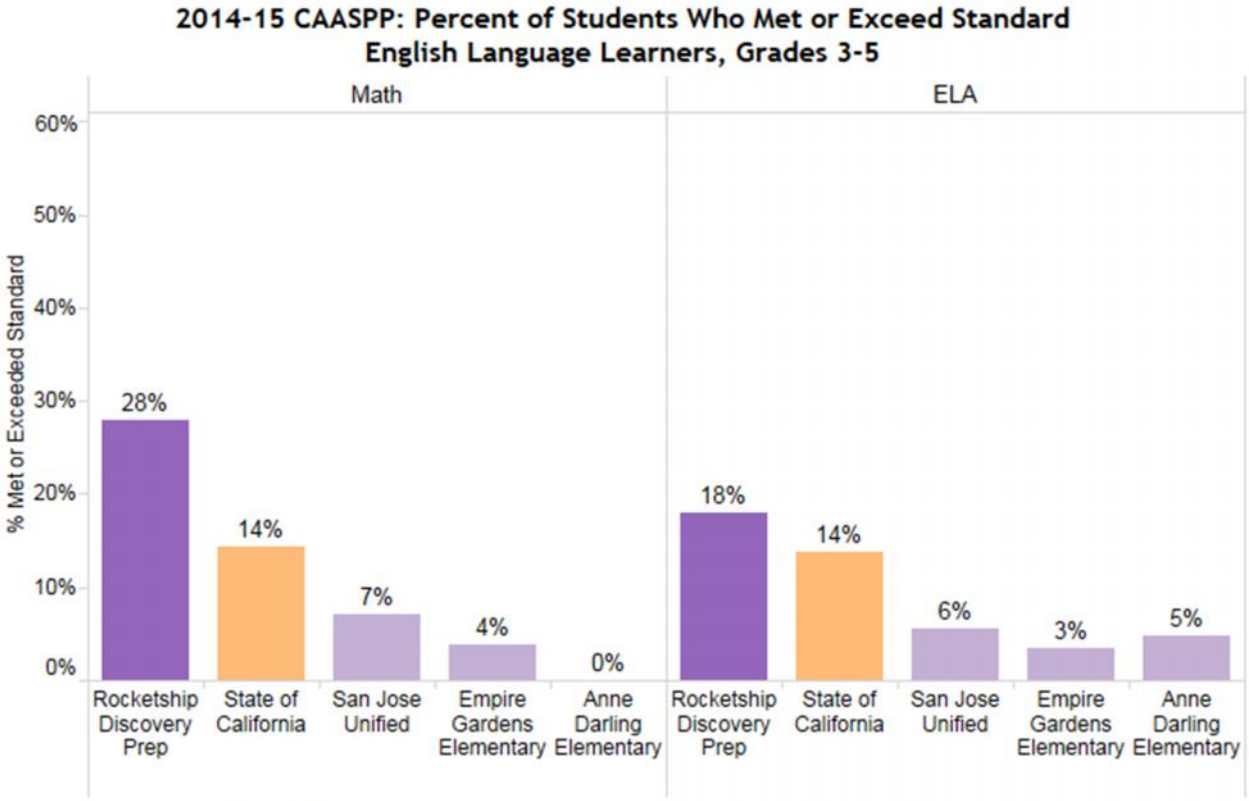


Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

In SY 2014-15, approximately 90% of RDP 3rd-5th grade students were socioeconomically-disadvantaged (SED). RDP's SED students outperformed SED students in SJUSD elementary schools in both ELA and Mathematics—in the case of the latter, by more than double (43% compared to 18%).

As compared to Empire Gardens and Anne Darling, RDP had up to nearly quadruple the percentage of students meeting or exceeding state standards in Mathematics. RDP also outperformed these comparable district schools in ELA by up to 10 percentage points.

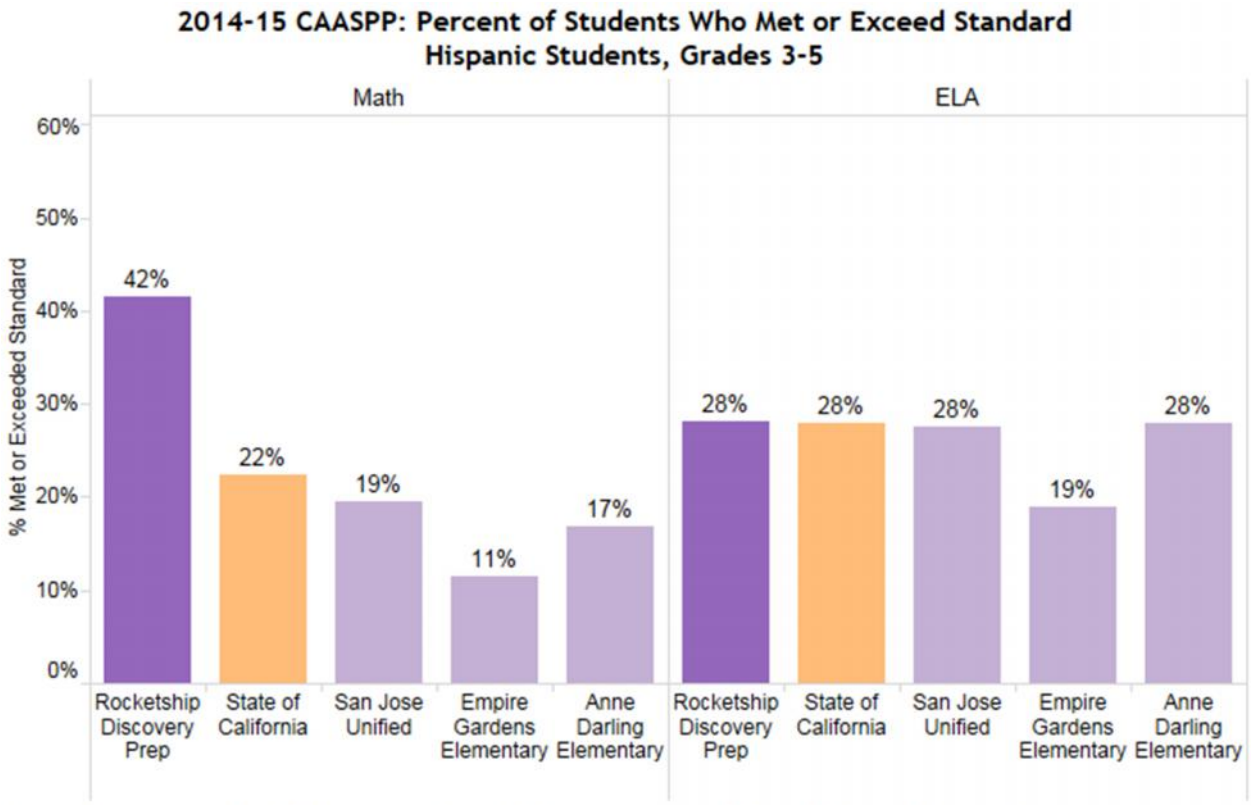
COMPARISON: ENGLISH LEARNERS



Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

In SY 2014-15, approximately 58% of RDP 3rd-5th grade students were English learners. RDP's EL population outperformed SJUSD's EL population by three times in ELA and four times in Mathematics. As compared to Empire Gardens and Anne Darling, RDP's levels of achievement were even more striking in both Mathematics and ELA, as shown in the graphs above.

COMPARISON: HISPANIC STUDENTS



Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

In SY 2014-15, approximately 88% of RDP 3rd-5th grade students were Hispanic. RDP had more than double the percentage of Hispanic students meeting or exceeding grade level standards on SBAC Mathematics than SJUSD (42% compared to 19%), and matched the performance of SJUSD in ELA.

As compared to Empire Gardens and Anne Darling, RDP had up to three times the percentage of Hispanic students meeting or exceeding grade level standards in Mathematics. RDP's Hispanic students also matched or exceeded the performance of Hispanic students these comparison schools.

B. California English Language Development Test (CELDT)

CELDT GROWTH

Based on the California Department of Education's criteria, at least two-thirds to three quarters of RDP English learners are making progress in learning English under the State's annual measureable achievement objectives (AMAOs).[2] RDP has also significantly outperformed both SJUSD and the State in meeting the AMAO 1 targets over the past several school years.

Comparison of ELs Making Annual Progress Learning English (AMAO 1) by Year

Year	RDP % Meeting AMAO 1	SJUSD Elementary % Meeting AMAO 1	State Target for AMAO 1
SY 12-13	No Report*	53.4%	57.5%
SY 13-14	73.6%	59.1%	59.0%
SY 14-15	68.9%	62.4%	60.5%

* RDP does not have a Title III Accountability Report with the AMAO data in 2012-13 because they did not apply for Title III funds that year.
Source: California Department of Education, Title III Accountability Reports (http://dq.cde.ca.gov/dataquest/).
Note: Rocketship Education calculated the average for elementary schools in SJUSD to provide a similar-student comparison to RDP.

RECLASSIFICATION

RDP does not consider reclassification a primary measure of academic success at the elementary level. At Rocketship, we instead focus on getting our students to perform at or above grade level in all content areas. Nonetheless, we recognize that students who are designed as "EL" do not, by definition, possess a level of mastery of the English language sufficient to be considered fully proficient. We understand the importance of developing our

[2] The AMAO 1 measures students making annual progress in learning English. Each EL has an annual growth expectation based on their previous CELDT score. The criteria include: ELs at Beginning, Early Intermediate, or Intermediate levels must gain one proficiency level; ELs at Early Advanced and Advanced levels must reach the English proficient level; and ELs at the English proficient level are expected to maintain that level until they are reclassified.

ELs into lifelong language learners and reclassifying them as English proficient, especially before they graduate and go on to higher levels of education. Thus, although we believe that other metrics contained in this report speak more accurately to RDP's *academic* performance, we have chosen to include our reclassification data as well.

ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year: % of Prior Year's Enrollment	
Year Reported	RDP
SY 2012-13	9.9%
SY 2013-14	7.7%
SY 2014-15	16.4%
Source: California Department of Education, English Learners Demographics (http://dq.cde.ca.gov/dataquest/).	

For comparison purposes, the table below shows the reclassification rates in the State and SJUSD. RDP's data is within the range of figures publicly reported by these two comparison groups. However, we note that reclassification data is difficult to directly compare. The SJUSD and State data includes all students, not just elementary school students. Furthermore, pursuant to Title 5, Section 11303 of the California Code of Regulations, Local Education Agencies (LEAs) establish their own reclassification policies. Though policies must all include the four criteria outlined in the regulations, there may be variations among LEAs throughout the State.

ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year: % of Prior Year's Enrollment		
Year Reported	CA	SJUSD
SY 12-13	12.2%	8.3%
SY 13-14	12.0%	6.6%
SY 14-15	11.0%	10.5%

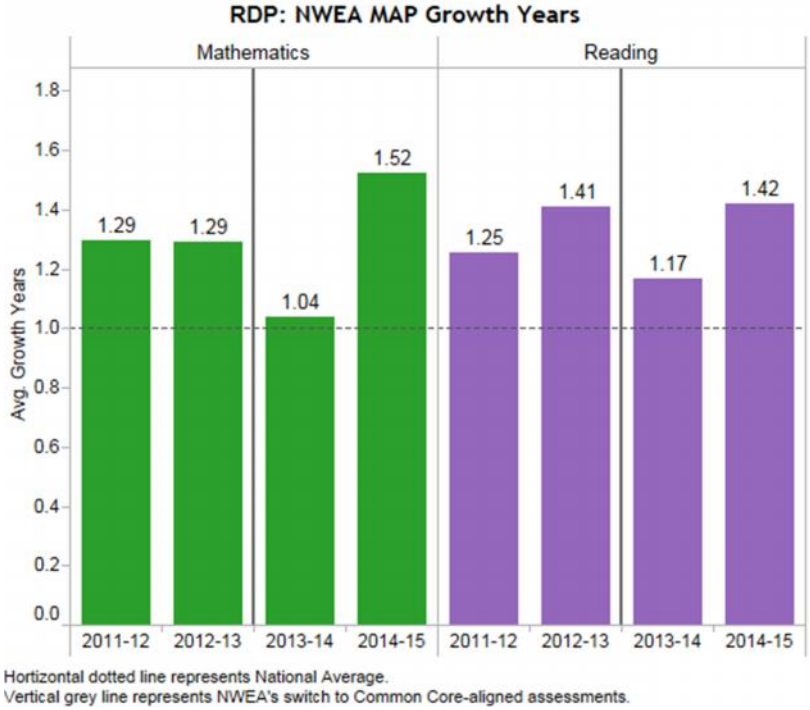
C. Progress Toward Measureable Student Outcomes

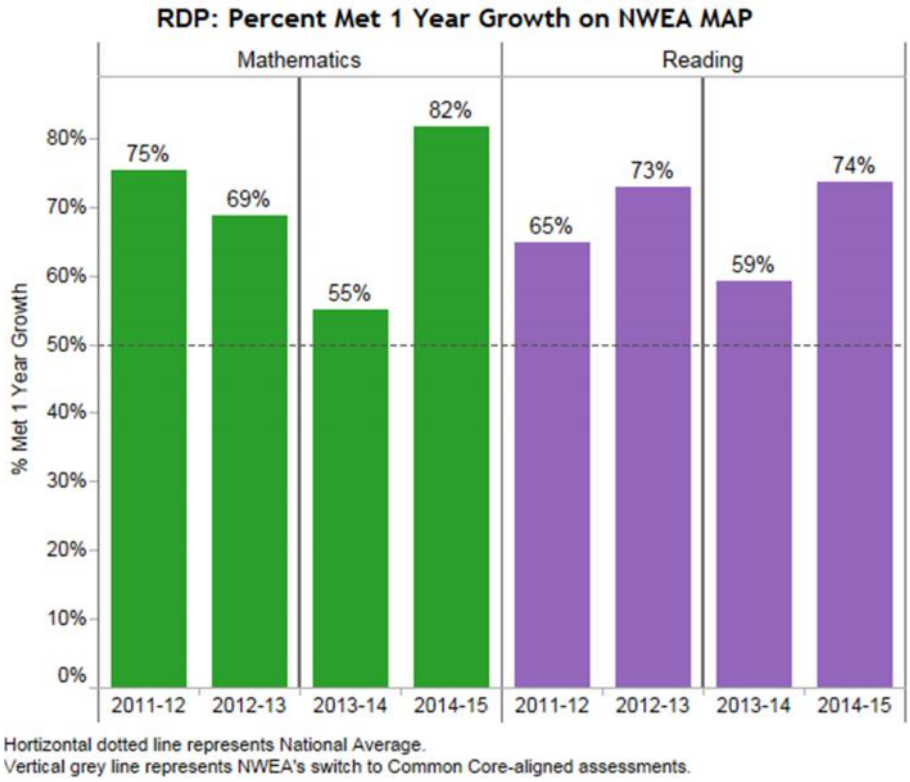
As described in our charter petition, Rocketship uses the nationally-normed NWEA MAP assessments to measure growth throughout the school year in Reading and Mathematics. RDP students have achieved significant growth over the past four years as measured by the NWEA MAP.

In SY 2013-14, Rocketship began implementing the Common Core State Standards (CCSS) and transitioned to CCSS-aligned version of NWEA MAP. As a result, student performance dipped among all students and across all Rocketship campuses. As the data below demonstrates, however, performances immediately began to climb in the following school year as instruction fully transitioned to CCSS and students adjusted to the new standards.

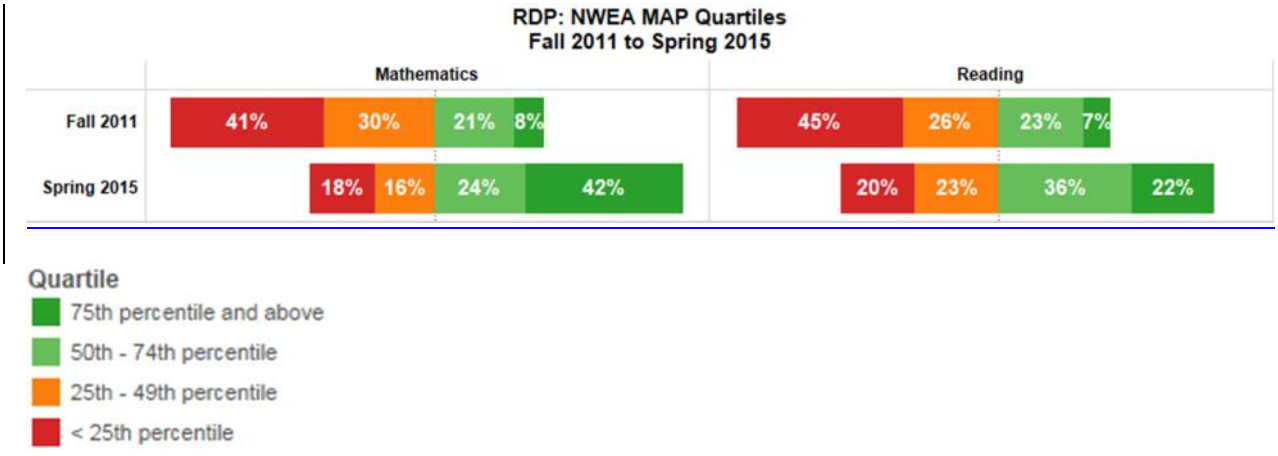
GROWTH OF ALL STUDENTS

Over the last four years, RDP students grew an average of 1.29 years in Mathematics and 1.31 years in Reading on MAP. Said another way, this means that on average RDP students have grown about 30% more than their peers nationwide. With the exception of SY 2013-14, over two-thirds of students grew at least one year during each school year (i.e., met or exceeded national growth targets).



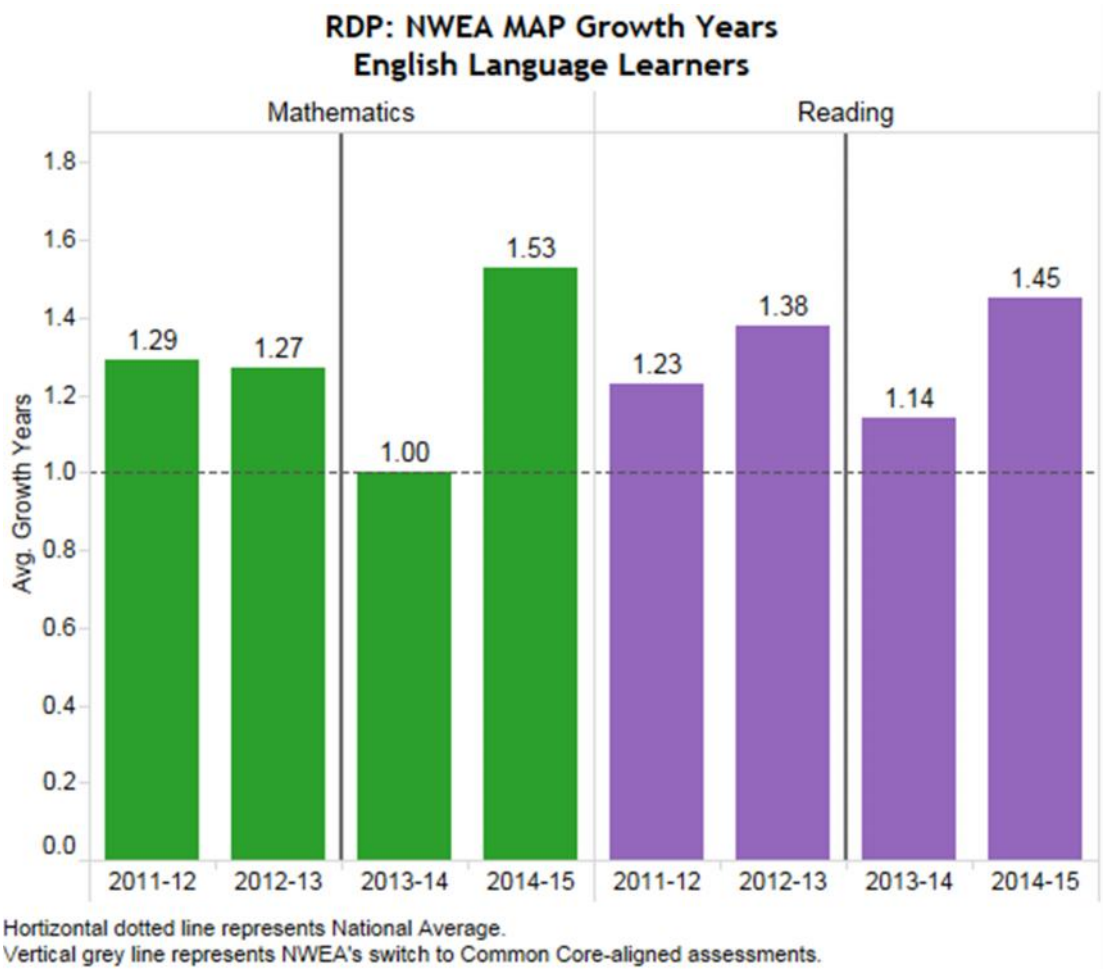


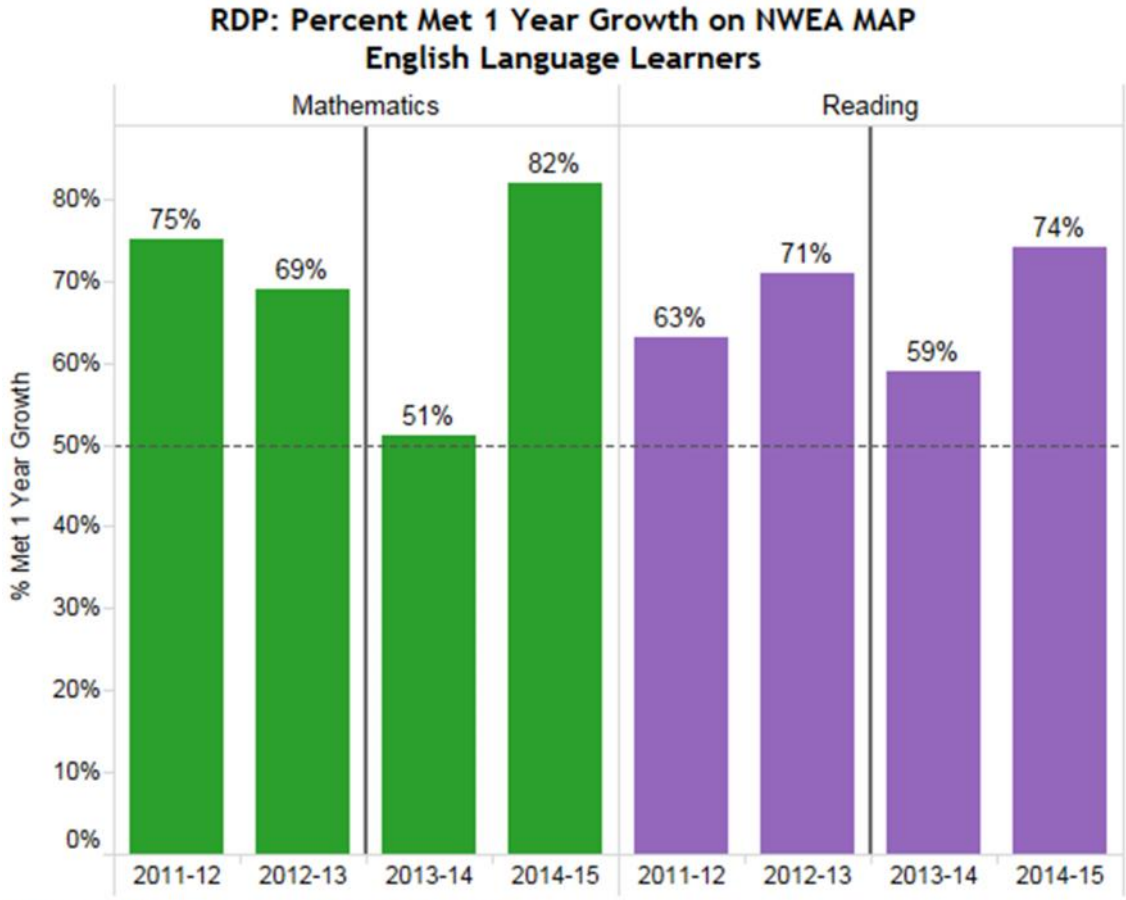
Additionally, we see that students' levels of achievement significantly improve over multiple years at RDP. In fall of 2011-12, 29% of students were scoring at the national norm (50th percentile rank) in Mathematics. By spring 2014-15, four years later, 66% of these same students were scoring at the national norm, an increase of 37 percentage points. Twenty-eight percent of students moved above the national norm in Reading during the same time frame. In addition, the number of students scoring below the 25th percentile nationwide was more than cut in half in both subjects over this time.



GROWTH AMONG EL STUDENTS

RDP's EL students have outperformed national growth norms in both Reading and Math over the past four years as measured by the NWEA MAP. RDP's EL students have averaged at least 1.2 years of growth in both subjects in three out of the past four years. Similar to their English proficient peers, roughly two-thirds of the school's EL students made more than one year of growth in both Reading and Mathematics in every year except SY 2013-14 on MAP.



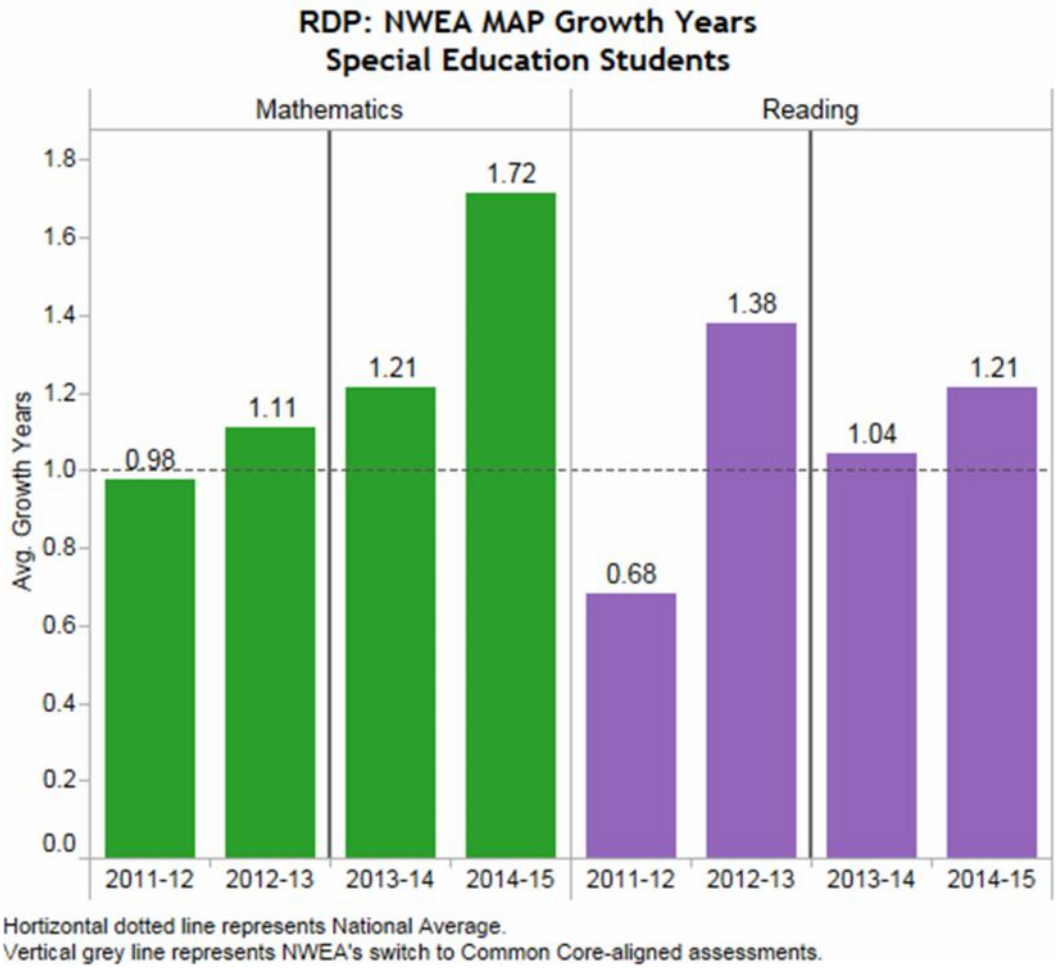


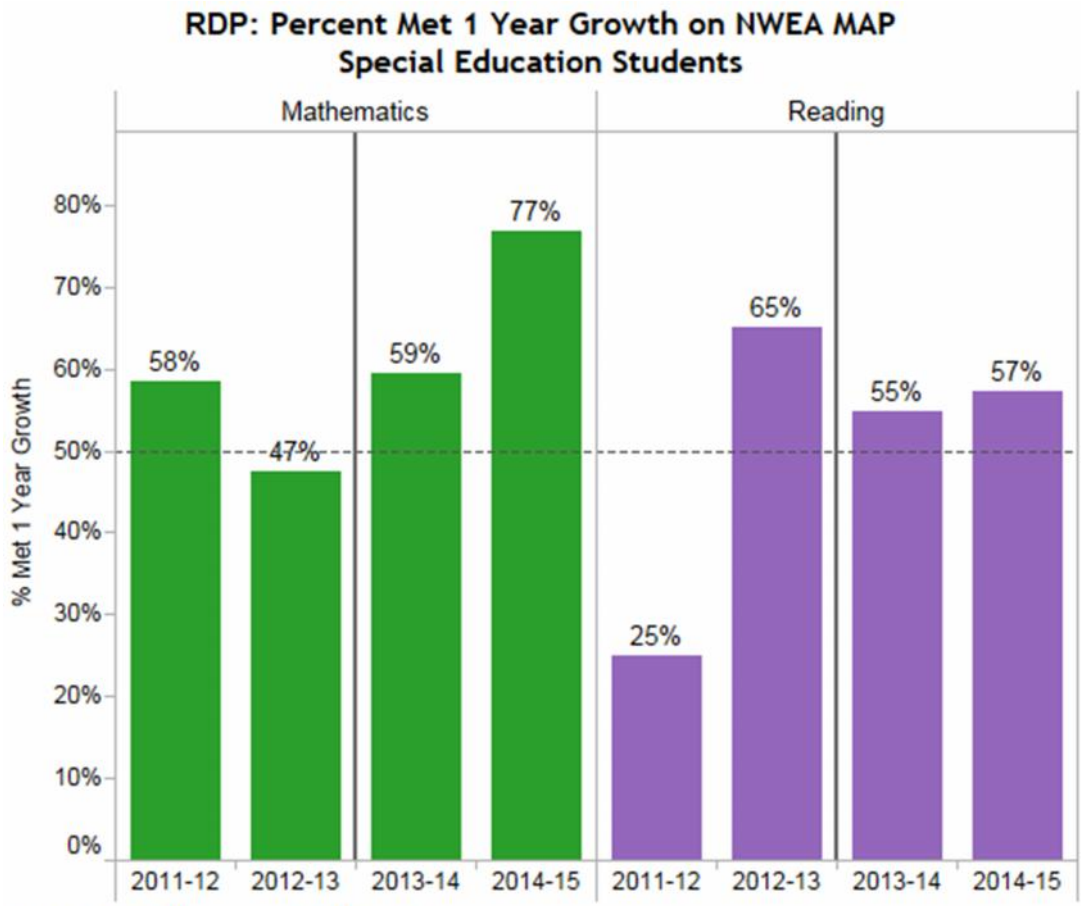
Hortizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

GROWTH AMONG SPECIAL EDUCATION STUDENTS

RDP's special education population has made tremendous growth since the school opened in 2011. In the most recent school year, more than three quarters of RDP's special education students made more than one year of growth in Mathematics as measured by MAP, with an average growth rate of 1.72 years. The average growth over the past four years for special education students in Mathematics was 1.25 years, as measured by MAP. This is above the national norm of one year.

RDP's special education students have demonstrated significant progress in reading as well. In the three most recent school years, more than 50 percent of students made more than one year of growth on the NWEA MAP for Reading. The average growth over the past four years for special education students in Reading was 1.08 years, as measured by MAP, which is also above the national norm.





Hortizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

D. Academic Performance Index (API)

Beginning in SY 2013-14, the State suspended API as a measure of academic performance while it began to implement new standards and assessment regimes. Nonetheless, we have included API data in this report for the purposes of assessing our student performance prior to CAASPP.

In its opening year (SY 2011-12), RDP had an API of 805. In the following school year (SY 2012-13), which was the last year that API was officially calculated in California, RDP had an API of 781. Among SED and EL students, who comprise the majority of the school's student population, RDP outperformed both the State and SJUSD. RDP students also outperformed neighboring Empire Gardens, as a whole and also broken down into subgroups.

2013 API			
	Overall	EL	SED
RDP	791	775	772
CA State (Elementary Only)	810	758	767
SJUSD (Elementary Only)	825	744	745
Empire Gardens ES	661	658	659
Anne Darling ES	813	798	804
Source: California Department of Education (http://www.cde.ca.gov/ta/ac/ap/). Note: Rocketship Education calculated weighted average of API for CA (based on API for Grades 2-6) and for SJUSD based on API for district's elementary schools.			

RDP's API scores have also placed the school in between the 4th- 10th deciles, which is the requisite range for renewal when considering Ed Code 47607(b)(2-3).

A school's statewide decile rank, measured from one (lowest) to ten (highest), compares that school to other schools of the same school type (elementary, middle, or high) in the entire state. Each decile contains 10 percent of all schools of that type. In SY 2012-13, RDP had a statewide decile rank of 5. A school's similar schools rank compares a school to 100 other schools with similar demographic characteristics, educational challenges, and opportunities. The similar schools rank is also measured on a scale of one to ten, with each decile containing 10 percent of all the 100 similar schools in the comparison group. In SY 2012-13, RDP had a similar schools decile rank of 8.

SY 2012-2013 is currently the only year when API rankings are available for RDP. In SY 2011-2012, RDP was a new school and did not have API base data. In SY 2013-2014 and 2014-2015, there were no API rankings because there was no publicly-available API data

First Grade Reading and Writing Scope and Sequence Map - 2015-2016

	August		September					October			November				December			January				February				March				April				May				June		
Total Days	10		20					15			16				10			17				17				18				20				20				12		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Instructional Days	5	5	5	4	3	5	3	5	5	5*	5	4	5	2	5	5	5*	3	5	4	5	3	5	4	5	5	3	5*	5	5	5	5	5	5	5	5	5	4	5	3
Read Aloud			Unit 1: Readers Build Good Habits (8 days)		Unit 2: Tackling Trouble (14 days)			Unit 3: Narrative Elements (19 days)				Unit 4: Readers Work Hard (13 days)			Unit 5: Meeting Characters (19 days)							Unit 6: Traditional Literature (19 days)				Unit 7: Expository Text: Nonfiction Text Features (24 days)				Unit 8: Biography (15 days)				Unit 9: Poetry (11 days)			Unit 10: Types of Conflict /Mystery (16 days)			
Reading Comprehension																																								
Writing			Small Moments: Writing with Focus, Detail, and Dialogue							Music In Our Hearts: Writing Songs and Poetry (S)					Writing Reviews							Writing How to Books (S)				Nonfiction Chapter Books				From Scenes to Series: Writing Fiction									

* School break follows
For Reading Units, see RA/RC LTP for exact timing
(S) denotes supplemental writing unit found in If Then booklet

Reading	Writing
Narrative	Narrative
	Opinion
NonFiction	Informational

Calkins At A Glance: Fifth Grade

Unit 1 Narrative Craft – Bend 1

BEND 1 GOALS	BEND 1 LEARNING TARGETS
• Good writers write personal narratives by telling the story from the inside. • Good writers assess their own growth. • Good writers describe people, places, things, and events.	• I can think of turning point moments to come up with ideas for personal narratives. • I can generate story ideas by thinking of places that matter to me and the episodes that occurred in those places. • I can write effective narratives by re-experiencing episodes before writing. • I can allow another author's words to spark ideas of my own. • I can tell the story from inside it. • I can assess my own growth and set new goals by using a checklist. • I can conjugate both regular and irregular verbs in the past tense. • I can use precise adjectives to describe details. • I can use prepositional phrases to describe where or when things happen.

BEND 1 ACADEMIC VOCABULARY	BEND 1 LINKED STANDARDS
• Narrative • Turning Points • Episode • Re-experience	W.5.3a,b,d, W.5.4, W.5.5, W.5.8, W.5.10, RL.5.2, RL.5.4, RL.5.1, RL.5.6 SL.5.1, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3

Unit 1 Narrative Craft – Bend 2

BEND 2 GOALS	BEND 2 LEARNING TARGETS
• Good writers develop the elements of their story though revision. • Good writers draw on all they know about editing. • Good writers use different verb tenses correctly.	• I can draft by writing fast and furious. • I can engage in large-scale, whole-new-draft revisions, by asking myself that the story is really about. • I can revise my narrative by bringing out the story structure. • I can elaborate on parts of my story that show meaning by using writing techniques. • I can bring out the internal story by using scenes from the past and future. • I can end my stories so that they tie back to the big meaning of the story. • I can put the final touches on my writing by using checklists and charts while I edit. • I can use the past perfect tense. • I can use the past progressive tense. • I can use transition words and phrases to connect elements of my story.

BEND 2 ACADEMIC VOCABULARY	BEND 2 LINKED STANDARDS
• Flash Drafting • Story Arc • Internal • Scenes • Techniques	W.5.3a,e, W.5.4, W.5.5, W.5.8, W.5.10, RL.5.1, RL.5.2, RL.5.5, RL.5.6, SL.5.1, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3

Unit 1 Narrative Craft – Bend 3

BEND 3 GOALS	BEND 3 LEARNING TARGETS
• Good writers learn from mentor texts and apply it to their own writing. • Good writers use mentor texts to improve their punctuation and make their writing more exact. • Good writers celebrate their writing and apply it to other genres. • Good writers develop their writing by describing people, place, things, and events.	• I can make my writing powerful by emulating narrative writing I admire. • I can use my writers' notebook as a place to try new things and work hard at the writing goals I've set for myself. • I can structure my stories by stretching out the problem, telling it bit by bit. • I can think about which actions or images happened before I felt or thought something. • I can write those exact actions or images to evoke the same emotions or thoughts in readers. • I can further the larger meaning of the story by making sure every character has a role that connects to it. • I can make my writing more exact by learning about punctuation, especially commas, from writing I admire. • The teacher can create mini-lesson by assessing students writing needs. • I can celebrate my writing by reading it aloud. • I can apply everything I've learned about narrative writing and apply it to other genres and tasks. • I can use precise adjectives to describe details.

BEND 3 ACADEMIC VOCABULARY	BEND 3 LINKED STANDARDS
• Emulate • Genre • Evoke	W.5.3,b,d, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9a, RL.5.1, RL.5.2,RL.5.3, RL.5.4, RL.5.5, RL.5.10, RFS.5.4, RL.6, SL.5.1, SL.5.2s, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3a, L.5.5a

Unit 1 – Daily Objectives

BEND 1			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
1	1	Starting with Turning Points	• I can think of turning point moments to come up with ideas for personal narratives.
2	1	Continue: Starting with Turning Points	• I can think of turning point moments to come up with ideas for personal narratives.
3	2	Dreaming the Dream of the Story	• I can generate story ideas by thinking of places that matter to me and the episodes that occurred in those places.
4	2	Continue: Dreaming the Dream of the Story	• I can write effective narratives by re-experiences episodes before writing.
5	3	Letting Other Authors' Words Awaken Our Own	• I can allow another author's words to spark ideas of my own.
6	3	Continue: Letting Other Authors' Words Awaken Our Own	• *Language target:* ○ I can use precise adjectives to describe details.
7	4	Telling the Story from Inside It	• I can tell the story from inside it.
8	4	Continue: Telling the Story from Inside It	• *Language target:* ○ I can use prepositional phrases to describe where or when things happen.
9	5	Taking Stock and Setting Goals	• I can assess my own growth and set new goals by using a checklist.

BEND 2			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
10	6	Flash-Drafting	• I can draft by writing fast and furious.
11	7	What's this Story Really About?	• I can engage in large-scale, whole-new-draft revisions, by asking myself that the story is really about.
12	8	Bringing Forth the Story Arc	• I can revise my narrative by bringing out the story structure.
13	8	Continue: Bringing Forth the Story Arc	• I can revise my narrative by bringing out the story structure.
14	9	Elaborating on Important Parts	• I can elaborate on parts of my story that show meaning by using writing techniques.
15	9	Continue: Elaborating on Important	• *Language target:* I can use transition words and phrases to connect elements of my story.
16	10	Adding Scenes from the Past and Future	• I can bring out the internal story by using scenes from the past and future.
17	10	Continue: Adding Scenes from the Past and Future	• *Language target:* o I can use the past progressive tense.
18	11	Ending Stories	• I can end my stories so that they tie back to the big meaning of the story.
19	12	Putting On the Final Touches	• I can put the final touches on my writing by using checklists and charts while I edit.
20	12	Continue: Putting On the Final Touches	• *Language target:* o I can conjugate both regular and irregular verbs in the past tense.

BEND 3			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
21	13	Reading with a Writer's Eye	• I can make my writing powerful by emulating narrative writing I admire.
22	14	Taking Writing to the Workbench	• I can use my writers' notebook as a place to try new things and work hard at the writing goals I've set for myself.
23	15	Stretching out the Tension	• I can structure my stories by stretching out the problem, telling it bit by bit.
24	15	Continue: Stretching out the Tension	• *Language target:* o I can use transition words and phrases to connect elements of my story.
25	16	Catching the Action or Image that Produced the Emotion	• I can think about which actions or images happened before I felt or thought something.
26	16	Continue: Catching the Action or Image that Produced the Emotion	• I can write those exact actions or images to evoke the same emotions or thoughts in readers.
27	17	Every Character Plays a Role	• I can further the larger meaning of the story by making sure every character has a role that connects to it.
28	17	Continue: Every Character Plays a Role	• *Language target:* o I can use precise adjectives to describe details.
29	18	Editing	• I can make my writing more exact by learning about punctuation, especially commas from writing I admire.
30	18	Continue: Editing	• I can make my writing more exact by learning about punctuation, especially commas from writing I admire.
31	19	Mechanics	• The teacher can create mini-lesson by assessing students writing needs.
32	20	Reading Aloud Your Writing	• I can celebrate my writing by reading it aloud.
33	21	Transferring Learning: Applying Narrative Writing Skills across the Curriculum	• I can apply everything I've learned about narrative writing and apply it to other genres and tasks.

Unit 2 The Lens of History – Bend 1

BEND 1 GOALS	BEND 1 LEARNING TARGETS
• Good writers take careful notes by reflecting about what they've read and how it will contribute to their writing. • Good writers look back over their research and fill in gaps. • Good writers celebrate their accomplishments and set new goals. • Good writers summarize, draw conclusions, and make generalizations.	• I can write about my topic by organizing the information I know about my topic. • I can recall all I know about the type of writing I'm about to do. • I can shift between reading to collect and record information, and writing to grow ideas. • I can reflect by thinking, talking, and jotting about patterns, surprises, and points of comparison or contrast, and ask questions. • I can keep in mind the qualities of good history by being mindful of geography. • I can think about the information I'm learning by asking questions and figuring out the answers to those questions. • I can keep in mind the qualities of good history by keeping in mind the relationship between events and history. • I can make a plan to fill in any gaps by talking stock of all the information I've collected so far. • I can come up with an image of what I hope to write by sketching an outline and then writing fast off of my outline. • I can celebrate my accomplishment so far and set new goals for future work. • I can use transition words to connect my research and ideas.

BEND 1 ACADEMIC VOCABULARY	BEND 1 LINKED STANDARDS
• Flash Drafts • Westward Expansion • Fact Checking • Outline • Sketch • Geography • History • Relevant Facts • Timeline	W.5.2a,b,c,d,e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.2b,c,e, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.9, RI.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Unit 2 The Lens of History – Bend 2

BEND 2 GOALS	BEND 2 LEARNING TARGETS
• Good writers collect facts from various sources. • Good writers analyze the structure of their writing to make it more accessible for their audience. • Good writers have things to teach their audience through their writing. • Good writers can summarize, draw conclusions, and make generalizations.	• I can write in a way that draws readers in by angling my research appropriately. • I can make sense of primary source documents by careful, close reading. • I can organize my research by categorizing facts and analysis I've collected. • I can make the structure of my writing the best it can be by studying mentor authors. • I can understand that every single story and fact have multiple points of view by asking myself what are some other ways to see this. • I can make my writing accessible and easier for readers to take in by relying on patterning in words, structures and meanings. • I can support a reader's navigation through the text by using text features. • I can explain the structure of my writing and lure readers in by crafting introductions. • I can use mentor texts for strategies and techniques and for revision ideas. • I can use punctuation to pack facts and information into my sentences. • I can teach my audience all I've learned by sharing my writing. • I can use transition phrases to organize and present my ideas and research. • I can compare and contrast documents to help me understand different points of view.

BEND 2 ACADEMIC VOCABULARY	BEND 2 LINKED STANDARDS
• Drafting • Structure • Cause and Effect • Perspectives • Interesting Facts • Research • Primary Source • Secondary Source	W.5.2a,b,c,d,e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9.b, W.6.2a,e, RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.9, RI.5.10, RI.6.7, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6, L.6.2a

Unit 2 – Daily Objectives

BEND 1			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
1	1	Organizing for the Journey Ahead	• I can write about my topic by organizing the information I know about my topic.
2	1	Continue: Organizing for the Journey Ahead	• I can write about my topic by organizing the information I know about my topic.
3	2	Writing Flash-Drafts	• I can recall all I know about the type of writing I'm about to do.
4	2	Continue: Writing Flash-Draft	• I can recall all I know about the type of writing I'm about to do.
5	3	Note-Taking and Idea-Making for Revision	• I can shift between reading to collect and record information, and writing to grow ideas.
6	3	Continue: Note-Taking and Idea-Making for Revision	• I can reflect by thinking, talking, and jotting about patterns, surprises, and points of comparison or contrast, and ask questions.
7	4	Writers of History Pay Attention to Geography	• I can keep in mind the qualities of good history by being mindful of geography.
8	4	Continue: Writers of History Pay Attention to Geography	• I can use transitions words to connect my research and ideas.
9	5	Writing to Think	• I can think about the information I'm learning by asking questions and figuring out the answers to those questions.
10	5	Continue: Writing to Think	• I can use transitions words to connect my research and ideas.
11	6	Writers of History Draw on an Awareness of Timelines	• I can keep in mind the qualities of good history by keeping in mind the relationship between events and history.
12	7	Assembling and Thinking about Information	• I can make a plan to fill in any gaps by talking stock of all the information I've collected so far.
13	8	Redrafting Our Research Reports	• I can come up with an image of what I hope to write by sketching an outline and then writing fast off of my outline.
14	9	Celebrating and Reaching Toward New Goals	• I can celebrate my accomplishment so far and set new goals for future work.

BEND 2			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
15	10	Drawing Inspiration from Mentor Texts	• I can write in a way that draws readers in by angling my research appropriately.
16	11	Primary Source Documents	• I can make sense of primary source documents by careful, close reading.
17	11	Continue: Primary Source Documents	• I can make sense of primary source documents by careful, close reading.
18	11	Continue: Primary Source Documents	• I can make sense of primary source documents by careful, close reading.
19	12	Organizing Information for Drafting	• I can organize my research by categorizing facts and analysis I've collected.
20	12	Continue: Organizing Information for Drafting	• I can organize my research by categorizing facts and analysis I've collected.
21	13	Finding a Structure to Let Writing Grow Into	• I can make the structure of my writing the best it can be by studying mentor authors.
22	14	Finding Multiple Points of View	• I can understand that every single story and fact have multiple points of view by asking myself what are some other ways to see this.
23	14	Continue: Finding Multiple Points of View	• *Language target:* ○ I can compare and contrast documents to help me understand different points of view.
24	15	Creating Cohesion	• I can make my writing accessible and easier for readers to taken by relying on patterning in words, structures and meanings.
25	15	Continue: Creating Cohesion	• *Language target:* ○ I can use transitions words to connect my research and ideas.
26	16	Using Text Features to Write Well	• I can support a reader's navigation through the text by using text features.
27	16	Continue: Using Text Features to Write Well	• I can support a reader's navigation through the text by using text features.
28	17	Crafting Introductions and Conclusions	• I can explain the structure of my writing and lure readers in by crafting introductions.

29	17	Continue: Crafting Introductions and Conclusions	• I can explain the structure of my writing and lure readers in by crafting introductions.
30	18	Mentor Texts Help Writers Revise	• I can use mentor text for strategies and techniques and for revision ideas.
31	18	Continue: Mentor Texts Help Writers Revise	• *Language target:* ○ I can use transition phrases to organize and present my ideas and research.
32	19	Adding Information Inside Sentences	• I can use punctuation to pack facts and information into my sentences.
33	19	Continue: Adding Information Inside Sentences	• I can use punctuation to pack facts and information into my sentences.
34	Extra	Additional Session: Polishing Drafts for Tomorrow's Celebration	• I can polish my draft so that it is ready for an audience.
35	20	Celebration	• I can teach my audience all I've learned by sharing my writing.

Unit 3 Shaping Texts – Bend 1

BEND 1 GOALS	BEND 1 LEARNING TARGETS
• Good writers understand what makes a memoir. • Good writers examine their own writing for themes and connections. • Good writers use literature and good mentor texts to grow a seed idea. • Good writers use precise language when they write.	• I can study the qualities of Memoir by noticing not only their specific elements, but the ways by which they draw on personal and persuasive essays and narratives. • I can uncover issues or themes that surface in my writing again and again by re-reading my notebook, looking for connects and asking what this is really about. • I can write small about big topics. • I can let literature influence my own writing. • I can choose a seed idea to devise a writing process that works for me. • I can dive deep into my memoir by studying how other authors write with depth. • I can compare and contrast in my writing to add depth to what I say. • I can use prepositional phrases to describe where or when things happened. • I can use transition words and phrases to push my thinking further.

BEND 1 ACADEMIC VOCABULARY	BEND 1 LINKED STANDARDS
• Memoir • Memories • Themes • Issues • Depth • Qualities • Elements • Persuasive • Potent topics • Seed Ideas	W.5.1, W.5.3, W.5.4, W.5.5, W.5.7, W.5.10, RL.5.2, RL 5.9, RL.5.10, SL.5.1, SL.5.3, L.5.1, L.5.2, L.5.3

Unit 3 Shaping Texts – Bend 2

BEND 2 GOALS	BEND 2 LEARNING TARGETS
• Good writers can structure their memoir like an essay. • Good writers inspire themselves by drafting and revising the meaningful stories they want to tell. • Good writers make sure their voice is heard. • Good writers use cause and effect to link events.	• I can study published texts to get ideas for ways to structure my own text. • I can inspire myself to write better than ever as a way to improve drafting. • I can confer with myself as I revise. • I can remember that if my memoir contains narrative, those stories need to have meaning. • I can edit and write in a way to allow my voice to come through. • I can use cause and effect to link events in my writing.

BEND 2 ACADEMIC VOCABULARY	BEND 2 LINKED STANDARDS
• Memoir • Memories • Themes • Internal Story • Issues • Depth • Qualities • Elements • Potent topics • Seed Ideas • Draft • Structure	W.5.2, W.5.3b,d, W.5.4, W.5.5, W.5.10, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, SL.5.1, SL.5.2, SL.5.4, L.5.1, L.5.2, L.5.3, L.5.6

Unit 3 Shaping Texts – Bend 3

BEND 3 GOALS	BEND 3 LEARNING TARGETS
• Good writers grow theories about themselves. • Good writers use structure to allow them to say what they want to say. • Good writers understand that details convey meaning. • Good writers listen to their writing to bring out their voice. • Good writers celebrate their writing. • Good writers compare themselves to characters in literature.	• I can discover new memoir ideas by studying myself like a character in a book. • I can draft my second memoir in one sitting by imagining how the piece will be structured, then writing quickly. • I can write about ideas by finding or creating a structure that will allow me to say what I want to say. • I can understand that the best details are the truest. • I can revise by re-reading my writing intently. • I can let one tiny detail represent the whole big message of my writing. • I can choose word, structures, and punctuation to convey content, mood, tone, and feeling by listening to my writing carefully. • I can celebrate my writing success by placing my writing in the company of others. • I can compare my ideas about character in literature to ideas about myself. • I can use transition words and phrases to link the narrative and narrative sections of my memoir.

BEND 3 ACADEMIC VOCABULARY	BEND 3 LINKED STANDARDS
• Memoir • Memories • Themes • Internal Story • Issues • Depth • Metaphor • Interpret • Persistence	W.5.3b,d, W.5.4, W.5.5, W.5.6, W.5.10, W.6.1d, W.6.3d, RL.5.1, RL.5.2, RL.5.4, RL.5.5, RL.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5a

Unit 3 – Daily Objectives

BEND 1			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
1	1	What Makes a Memoir?	• I can study the qualities of Memoir by noticing not only their specific elements, but the ways by which they draw on personal and persuasive essays and narratives.
2	2	Interpreting the Comings and Goings of Life	• I can uncover issues or themes that surface in my writing again and again by re-reading my notebook, looking for connects and asking what this is really about.
3	3	Writing Small about Big Topics	• I can write small about big topics.
4	3	Continue: Writing Small about Big Topics	• *Language target:* ○ I can use prepositional phrases to describe where or when things happened.
5	4	Reading Literature to Inspire Writing	• I can let literature influence my own writing.
6	5	Choosing a Seed Idea	• I can choose a seed idea to devise a writing process that works for me.
7	5	Continue: Choosing a Seed Idea	• *Language target:* ○ I can use transition words and phrases to push my thinking further. (Page 45)
8	6	Expecting Depth from Your Writing	• I can dive deep into my memoir by studying how other authors write with depth.
9	6	Continue: Expecting Depth from Your Writing	• *Language target:* ○ I can compare and contrast in my writing to add depth to what I say.

BEND 2			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
10	7	Studying and Planning Structures	• I can study published texts to get ideas for ways to structure my own text.
11	8	The Inspiration to Draft	• I can inspire myself to write better than ever as a way to improve drafting.
12	8	Continue: The Inspiration to Draft	• I can inspire myself to write better than ever as a way to improve drafting.
13	9	Becoming Your Own Teacher	• I can confer with myself as I revise.
14	10	Revising the Narrative Portion of a Memoir	• I can remember that if my memoir contains narrative, those stories need to have meaning.
15	10	Continue: Revising the Narrative Portion of a Memoir	• *Language target:* o I can use cause and effect to link events in my writing.
16	11	Editing for Voice	• I can edit and write in a way to allow my voice to come through.
17	11	Continue: Editing for Voice	• *Language target:* o I can use correct verb/subject agreements and verb tenses. (Page 92)

BEND 3			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
18	Extra	Additional Session: Mini-Celebration/Reflection/Sharing (Page 94)	• I can reflect on what I've learned and set new goals for myself.
19	12	Seeing Again, with New Lenses: Interpreting Your Own Story	• I can discover new memoir ideas by studying myself like a character in a book.
20	12	Continue: Seeing Again, with New Lenses: Interpreting Your Own Story	• *Language target:* o I can compare my ideas about character in literature to ideas about myself.
21	13	Flash-Drafting	• I can draft my second memoir in one sitting by imagining how the piece will be structured, then writing quickly.
22	14	Revising the Expository Portions of a Memoir	• I can write about ideas by finding or creating a structure that will allow me to say what I want to say.
23	14	Continue: Revising the Expository Portions of a Memoir	• I can write about ideas by finding or creating a structure that will allow me to say what I want to say.
24	15	Reconsidering the Finer Points	• I can understand that the best details are the truest.
25	15	Continue: Reconsidering the Finer Points	• *Language target:* o I can use transition words and phrases to link the narrative and narrative sections of my memoir.
26	16	Rereading Your Draft and Drawing on All You Know to Revise	• I can revise by re-reading my writing intently.
27	16	Continue: Rereading Your Draft and Drawing on All You Know to Revise	• *Language target:* o All previously taught Language Goals.
28	17	Metaphors Can Convey Big Ideas	• I can let one tiny detail represent the whole big message of my writing.
29	17	Continue: Metaphors Can Convey Big Ideas	• I can let one tiny detail represent the whole big message of my writing.
30	18	Editing to Match Sound to Meaning	• I can choose word, structures, and punctuation to convey content, mood, tone, and feeling by listening to my writing carefully.

31	18	Continue: Editing to Match Sound to Meaning	• I can choose word, structures, and punctuation to convey content, mood, tone, and feeling by listening to my writing carefully.
32	Extra	Additional Session: Final Copy	• I can prepare my memoir to share with others.
33	19	An Author's Final Celebration	• I can celebrate my writing success by placing my writing in the company of others.

Unit 4 The Research-Based Argument Essay – Bend 1

BEND 1 GOALS	BEND 1 LEARNING TARGETS
• Good writers investigate to understand an argument. • Good writers flash draft arguments. • Good writers carefully consider a variety of formats for their argument. • Good writers use persuasive language to justify their argument.	• I can investigate and collect information about both sides on an issue. • I can use what I know about structuring an essay to quickly write a full rough draft. • I can conduct research and provide evidence that supports my claim. • I can add relevant quotes to make my arguments more powerful. • I can conduct an inquiry of what makes a quote powerful. • I can re-draft to incorporate additional evidence and thinking. • I can make my voice powerful by analyzing evidence and explaining my thinking. • I can choose the best format that will effectively convey my message. • I can use modals and conjunctions to express my opinion. • I can use transition words and phrases to link my arguments. • I can use if then clauses to link claims and evidence.

BEND 1 ACADEMIC VOCABULARY	BEND 1 LINKED STANDARDS
• Argument • Support • Bolster • Evidence • Position • Relative • Incorporate • Analyze • Explain	W.5.1c, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.1a,d, RI.5.1, RI.5.2, RI.5.7, RI.6.1, SL.5.1, SL.5.3, SL.5.4, L.5.1, L.5.2d, L.5.3, L.6.3b

Unit 4 The Research-Based Argument Essay – Bend 2

BEND 2 GOALS	BEND 2 LEARNING TARGETS
• Good writers collect and organize information pertinent to their argument. • Good writers bring a critical perspective to their writing. • Good writers analyze their writing to make sure there are no weaknesses. • Good writers write with a target audience in mind. • Good writers use persuasive language to justify their argument.	• I can think about how to capture the information I need when starting a research project. • I can set up systems to collect my knowledge and research. • I can write critically by bringing everything I know about reading critically. • I can plan for and rehearse my entire draft. • I can choose a tricky place to focus on as I work. • I can strengthen my claims by including evidence, supporting the opposing viewpoint and offering a rebuttal. • I can ensure my own arguments are solid by evaluating evidence. • I can tailor my arguments to appeal to a particular audience. • I can share my arguments in a panel. • I can use argument skills in a variety of ways and contents. • I can use modals and conjunctions to express my opinion. • I can use transitional phrases to acknowledge and rebut counterclaims.

BEND 2 ACADEMIC VOCABULARY	BEND 2 LINKED STANDARDS
• Argument • Support • Evidence • Position • Relative • Incorporate • Analyze • Explain • Rebuttal • View Point • Counter Claims • Claims	W.5.1, W.5.5, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.1, RI.5.1, RI.5.2, RI.5.7, RI.5.8, RI.6.1, RL.5.1, RL.6.1, SL.5.1, SL.5.3, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Unit 4 The Research-Based Argument Essay – Bend 3

BEND 3 GOALS	BEND 3 LEARNING TARGETS
• Good writers stand and be counted. • Good writers evaluate the validity of their argument. • Good writers make paragraphing choices. • Good writers find a place to share their writing in the world. • Good writers use persuasive language to justify their argument.	• I can stand up for what I believe in and build a strong case. • I can find persuasive evidence in everyday life. • I can take stock of my progress, set goals, and move forward. • I can strengthen my argument by using everything I know about other types of writing. • I can strengthen my claims by making sure my evidence doesn't depend on flawed reasoning. • I can use editing strategies I know and make decision about non-fiction paragraphs. • I can share and discuss my writing for plan how and where it will live in the world. • I can use modals and conjunctions to express my opinion. • I can use if…then… statements to increase the validity of an argument.

BEND 3 ACADEMIC VOCABULARY	BEND 3 LINKED STANDARDS
• Previously taught language from Bends 1 and 2 • Often • Sometime, • Usually • Frequently • In many cases • In many instances • On many occasions • Commonly • Ordinarily • Countless • Innumerable • Scores of • Diverse	W.5.1a, W.5.3, W.5.5, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.1a, RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.8, RI.6.1, RL.5.1, RL.6.1, SL.5.1, SL.5.3, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Unit 4 – Daily Objectives

BEND 1			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
1	1	Investigating to Understand an Argument	• I can investigate and collect information about both sides on an issue.
2	2	Flash-Drafting Arguments	• I can use what I know about structuring an essay to quickly write a full rough draft.
3	2	Continue: Flash-Drafting Arguments	• *Language target:* ○ I can use modals and conjunctions to express my opinion. (Page 21)
4	3	Using Evidence to Build Argument	• I can conduct research and provide evidence that supports my claim.
5	3	Continue: Using Evidence to Build Argument	• I can use the Opinion Writing Checklist to set goals. (Page 36) • *Language target:* I can use transition words and phrases to link my arguments.
6	4	Using Quotations to Arguments	• I can add relevant quotes to make my arguments more powerful.
7	4	Continue: Using Quotations to Arguments	• I can conduct an inquiry of what makes a quote powerful. • *Language target:* I can use transition words and phrases that set up quotations.
8	5	Re-drafting to Add More Evidence	• I can re-draft to incorporate additional evidence and thinking.
9	6	Balancing Evidence with Analysis	• I can make my voice powerful by analyzing evidence and explaining my thinking.
10	6	Continue: Balancing Evidence with Analysis	• *Language target:* ○ I can use if then clauses to link claims and evidence. (Page 58).
11	7	Signed, Sealed, Delivered	• I can choose the best format that will effectively convey my message.

BEND 2			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
12	8	Taking Arguments Up a Notch	• I can think about how to capture the information I need when starting a research project.
13	8	Continue: Taking Arguments Up a Notch	• I can set up systems to collect my knowledge and research.
14	9	Bringing a Critical Perspective to Writing	• I can write critically by bringing everything I know about reading critically.
15	10	Rehearsing the Whole, Refining a Part	• I can plan for and rehearse my entire draft.
16	10	Continue: Rehearsing the Whole, Refining a Part	• I can choose a tricky place to focus on as I work.
17	11	Rebuttals, Responses, and Counterclaims	• I can strengthen my claims by including evidence, supporting the opposing viewpoint and offering a rebuttal.
18	11	Continue: Rebuttals, Responses, and Counterclaims	• *Language target:* ○ I can use transitional phrases to acknowledge and rebut counterclaims. (Page 108)
19	12	Evaluating Evidence	• I can ensure my own arguments are solid by evaluating evidence.
20	12	Continue: Evaluating Evidence	• *Language target:* ○ I can use transitional phrases to acknowledge and rebut counterclaims. (Page 108)
21	13	Appealing to the Audience	• I can tailor my arguments to appeal to a particular audience.
22	13	Continue: Appealing to the Audience	• *Language target:* ○ I can use modals and conjunctions to express my opinion.
23	Extra	Additional Session: Final Copy	• I can polish my writing for an audience.
24	14	A Mini-Celebration	• I can share my arguments in a panel.
25	15	Argument across the Curriculum	• I can use argument skills in a variety of ways and contents.

BEND 3			
DAY	**SESSION**	**TOPIC**	**OBJECTIVES**
26	16	Taking Opportunities to Stand and Be Counted	• I can stand up for what I believe in and build a strong case.
27	17	Everyday Research	• I can find persuasive evidence in everyday life.
28	17	Continue: Everyday Research	• I can find persuasive evidence in everyday life.
29	18	Taking Stock and Setting Writing Tasks	• I can take stock of my progress, set goals, and move forward.
30	19	Using All You Know from Other Types of Writing to Make Your Arguments More Powerful	• I can strengthen my argument by using everything I know about other types of writing.
31	19	Continue: Using All You Know from Other Types of Writing to Make Your Arguments More Powerful	• *Language target:* o I can use modals and conjunctions to express my opinion.
32	20	Evaluating the Validity of Your Argument	• I can strengthen my claims by making sure my evidence doesn't depend on flawed reasoning.
33	20	Continue: Evaluating the Validity of Your Argument	• *Language target:* o I can use if…then… statements to increase the validity of an argument. (Page 187)
34	21	Paragraphing Choices	• I can use editing strategies I know and make decision about non-fiction paragraphs.
35	21	Continue: Paragraphing Choices	• I can use editing strategies I know and make decision about non-fiction paragraphs.
36	Extra	Additional Session: Final Copy	• I can publish my writing to present to an audience.
37	22	Celebration: Taking Positions, Developing Stances	• I can share and discuss my writing for plan how and where it will live in the world.

THIRD GRADE BOTTOM LINES - NARRATIVE			
STEP 9	**STEP 10**	**STEP 11**	**STEP 12**
Multiple plots, events (3.5) ● Trace characters across multiple episodes, elaborating own understanding as the story progresses ● Relate earlier and later parts of a text, figuring out how they make sense together **Cross-book themes (RL 2.9)** ● Connect general themes among books, discussing some similarities and differences **Deep retell (3.2)** ● Retell stories using some synthesis and interpretation of events - going beyond factual recall and sequencing and including character motivation, feelings/actions/thoughts **Types of conflict (4.6)** ● Recognize the difference between internal and external conflict, and can identify types of conflict (person vs. person, vs. nature, vs. self) **<u>*Written comprehension questions begin</u>**	**Genre I (RL 2.5)** • Use knowledge of literary genre to support comprehension. **Search Text (RL 3.1)** • Identify pertinent information in a text when searching for answers **Connect Within Text (RL 3.5)** • Connect different parts of a text to build understanding of overall meaning **Character Perspective (RL 4.3)** • Understand that characters and perspectives revealed by what they say, think, and do and what others say/think. Characters change over time. **Citing Evidence V** • Evaluate the use of evidence by another reader in order to push inferential and critical thinking	**New Info (RL 3.2, RI 3.2)** • Incorporate new information into own understanding of narrative topic **Figurative (RL 3.4, RL 5.4)** • Recognize some figurative language and make attempts to understand beyond a literal interpretation **Skim** • Skim text independently to find information and clarify meaning **Revise predictions** • Revise understanding of a text while reading when initial ideas no longer fit the story **Paraphrase** • Test own understanding of a text by summarizing, paraphrasing, or self-questioning	**Genre II (RL 3.5, RL 3.10)** • Use knowledge of literary genre and text structure (chapter, scene, stanza) to support comprehension. • Engage in reading different genres **Evaluate Interpretations (SL 4.3)** • Entertain and evaluate differing interpretations of a story: Use comparison and analogy to explain ideas

THIRD GRADE BOTTOM LINES – NON-FICTION			
STEP 9	**STEP 10**	**STEP 11**	**STEP 12**
Definitions II – Single Section (RI 1.4, 1.5) • Define the characteristics/ behavior of a topic that appears in a single section but is not explicitly stated in the text **Organizing Information (RI 2.3, 3.3, 3.8)** • Organize information in a text on a given topic in a logical order based on size, time, distance, etc. **Citing Evidence II (RI 1.1, 2.1)** • Use details and events in a story to support answers to inferential and critical thinking questions **Compare & Contrast IV – Ideas Across Text (RI 3.9)** • Able to compare and contrast the most important key details for a key point presented in two texts on the same topic.	**Main Idea II – Overall Text (RI 2.5, 3.2)** • Identify the primary idea of an informational text that has one main idea and sections that follow a logical order **Author's Purpose II – Point of View (RI 3.6)** • Able to distinguish their own point of view from that of the author of a text. **Citing Evidence IV (RL 2.7, RL 4.1)** • Cites the best evidence from a story to support answers to inferential and critical thinking questions **Background Knowledge II – Other Sources** • Acquire background knowledge from other sources to support comprehension of new concepts **Explain Processes (RI 3.3, 3.8)** • Explain processes by defining sequential steps and their relationship to one another **Text Features II – Subsections (RI 2.5)** • Use headings and tables of contents to find the right subsection to answer a specific question	**Main Idea III – Subsections (RI 1.2, 2.2, 2.5)** • Identify the primary idea of a section of informational text with one main idea **Text Features III – Captions (RI 2.5)** • Use captions and their corresponding images to understand a core detail or concept from the text **Citing Evidence V** • Evaluate the use of evidence by another reader in order to push inferential and critical thinking	**Main Idea IV – Overall Text (RI 2.5, 3.2)** • Identify the primary idea of an informational text for which you have to deduce the connections between multiple sections **Retell (RI 3.4, 4.2)** • Retell informational texts using main ideas, text features and key vocabulary **Definitions III – Cross-Section (RI 3.4, 4.3)** • Define the characteristics/behavior of the key topic that gets defined across multiple sections **Text Features IV – Stand-Alone Visuals (RI 1.7, 2.7, 3.7)** • Utilize stand-alone (don't require text to be understood) charts, diagrams, or pictures to understand text

THIRD GRADE

Day	RC (N) Objective	RC (N) Text	Day	RA (NF) Objective	RC (NF) Text
Unit 1 **6**	• **SWBAT classify literary text as a story (RL 3.5)** • SWBAT make inferences based on a title • SWBAT make predictions about what will happen next in a story	Henry and the Buccaneer Bunnies by Carolyn Crimi	**Unit 1** **6**	• **SWBAT identify characteristics of an informational text. (RI.3.5)** • SWBAT identify facts in an informational text.	Everything Dolphin by Marty Crisp
7	• SWBAT classify literary text as a story • **SWBAT make predictions about what will happen next in a story (RL 3.1)**	Henry and the Buccaneer Bunnies by Carolyn Crimi	**7**	• **SWBAT identify the author's purpose as: to entertain, to inform, or to persuade. (RI 3.7)** • SWBAT identify text evidence that supports the author's purpose.	Summer Olympics Events (Reading A-Z, Level Q)
8	• SWBAT classify literary text as a story • **SWBAT make inferences based on a title (RL 3.1)** • **SWBAT make predictions about what will happen next in a story (RL 3.1)**	Class Clown by Johanna Hurwitz	**8**	• SWBAT identify the author's purpose as: to entertain, to inform, or to persuade. • **SWBAT identify text evidence that supports the author's purpose. (RI 3.8)** • SWBAT determine the intended audience of informational text	Summer Olympics Events (Reading A-Z, Level Q)
9	• SWBAT define the connecting reading strategy • **SWBAT make a personal connection to the text**	Class Clown by Johanna Hurwitz	**9**	• SWBAT identify the author's purpose as: to entertain, to inform, or to persuade. • SWBAT identify text evidence that supports the author's purpose. • **SWBAT determine the intended audience of informational text (RI 3.6)**	"Smoking Hurts the Lungs and Heart" (persuade) "Hispanic Population Soars" (inform) "Casey Saves the Play" (entertain)
10	• SWBAT define the connecting reading strategy • **SWBAT make a personal connection to the text**	Class Clown by Johanna Hurwitz	**10**	• SWBAT identify the author's purpose as: to entertain, to inform, or to persuade. • **SWBAT identify text evidence that supports the author's purpose. (RI 3.8)** • SWBAT determine the intended audience of informational text	"Fit For Life" (inform) "A Tricky Monkey" (entertain) **"Ice City" for independent text**
11	• SWBAT identify the components of a good summary • **SWBAT summarize text using their own words (RL 3.2)**	Class Clown by Johanna Hurwitz	**11**	• **SWBAT determine the author's point of view on a given topic (RI 3.6)** • SWBAT generate own point of view (independent of author's)	Everest: Reaching for the Sky by Joy Masoff

12	• SWBAT identify the components of a good summary • **SWBAT summarize text using their own words (RL 3.2)**	Class Clown by Johanna Hurwitz	**12**	• **SWBAT determine the author's point of view on a given topic (RI 3.6)** • SWBAT identify important facts from the text. • SWBAT select facts from a text to prove ideas from the text.	Everest: Reaching for the Sky by Joy Masoff
13	• SWBAT identify the components of a good summary • **SWBAT summarize text using their own words (RL 3.2)**	Class Clown by Johanna Hurwitz	**13**	• **SWBAT identify important facts in a text. (RI 3.1)** • SWBAT select facts from a text to prove ideas from the text. • SWBAT make predictions based on factual evidence. • SWBAT predict a scenario based on facts from the text.	Everest: Reaching for the Sky by Joy Masoff
14	• SWBAT classify literary text as a story • SWBAT make inferences based on a title • **SWBAT define author's purpose (RL 3.5)** • **SWBAT identify the author's purpose of a paragraph (RL 3.5)** • SWBAT identify the author's purpose of a passage	The Girl Who Hated Books by Manjusha Pawagi	**14**	• **SWBAT determine the author's point of view on a given topic (RI 3.6)** • SWBAT identify important facts from the text. • SWBAT select facts from a text to prove ideas from the text. • SWBAT generate own point of view (independent of author's)	Coral Reefs (Reading A-Z, Level Q)
15	• **SWBAT define author's purpose (RL 3.5)** • SWBAT identify the author's purpose of a paragraph • **SWBAT identify the author's purpose of a passage (RL 3.5)**	The Girl Who Hated Books by Manjusha Pawagi	**15**	• SWBAT determine the author's point of view on a given topic • **SWBAT identify important facts from the text. (RI 3.1)** • SWBAT select facts from a text to prove ideas from the text. • SWBAT generate own point of view (independent of author's)	Extreme Animals (Reading A-Z, Level Q)
16	• SWBAT classify literary text as a story • SWBAT make inferences based on a title • **SWBAT define author's purpose (RL 3.5)** • **SWBAT identify the author's purpose of a paragraph (RL 3.5)** • SWBAT identify the author's purpose of a passage	The Ugly Duckling by Jerry Pinkney – G2	**16**	• SWBAT define inference. • SWBAT identify how to make an inference. • **SWBAT infer meaning from a specific line in an informational text. (RI 3.1)**	Salmon: A Link in the Food Chain (Reading A-Z, Level Q)
17	• **SWBAT define author's purpose (RL 3.5)** • SWBAT identify the author's purpose of a paragraph • **SWBAT identify the author's purpose of a passage (RL 3.5)**	The Ugly Duckling by Jerry Pinkney	**17**	• SWBAT define inference. • SWBAT identify how to make an inference. • **SWBAT infer meaning from a specific line in a text or a graph/diagram (RI 3.1)**	"Saving the Animals"
18	• SWBAT classify literary text as a story • SWBAT make inferences based on a title • **SWBAT define author's purpose (RL 3.5)** • SWBAT identify the author's purpose of a paragraph • **SWBAT identify the author's purpose of a passage (RL 3.5)**	Miss Brooks Loves Books! (and I Don't) by Barbara Bottner	**18**	• SWBAT identify facts in a text using supporting details. • SWBAT identify opinions in a text using clue words. • **SWBAT distinguish between facts and opinions in a text. (RI 3.1)**	A Butterfly Is Patient by Dianna Hutts Aston and Sylvia Long
19	• **SWBAT identify explicit information in a text (RL 3.1)** • SWBAT identify the difference between explicit information and drawing conclusions	King of the Playground by Phyllis Reynolds Naylor	**19**	• SWBAT identify facts in a text using supporting details.	A Butterfly Is Patient by Dianna Hutts Aston and Sylvia Long

	• SWBAT draw reasonable conclusions in a text by using prior knowledge (schema) and textual evidence			• SWBAT identify opinions in a text using clue words. • **SWBAT distinguish between facts and opinions in a text. (RI 3.1)**	
20	• SWBAT identify explicit information in a text • SWBAT identify the difference between explicit information and drawing conclusions • **SWBAT draw reasonable conclusions in a text by using prior knowledge (schema) and textual evidence (RL 3.1)**	Mirette on the High Wire by Emily Arnold McCully	**20**	• SWBAT identify facts in a text using supporting details. • SWBAT identify opinions in a text using clue words. • SWBAT determine opinions in charts. • **SWBAT distinguish between facts and opinions in a text.**	A Visit to Kitt Peak (Reading A-Z, Level Q)
21	• SWBAT determines the topic in literary text • **SWBAT identify an additional title that reflects the main idea in a story (RL 3.2)**	Mirette on the High Wire by Emily Arnold McCully	**21**	• SWBAT identify facts in a text using supporting details. • SWBAT identify opinions in a text using clue words. • SWBAT determine opinions in charts. • **SWBAT distinguish between facts and opinions in a text. (RI 3.1)**	Fireworks (Reading A-Z, Level Q)
22	• **End of unit assessment**		**22**	• SWBAT identify facts in a text using supporting details. • SWBAT identify opinions in a text using clue words. • **SWBAT distinguish between facts and opinions in a text. (RI.3.1)**	Play Review: You Can't Have My Golden Charms & Finding Nemo Movie Review
Unit 2 **23**	• **SWBAT identify characteristics of the realistic fiction genre (RL 3.5)** • SWBAT make inferences based on the title • SWBAT identify the elements of a realistic fiction story (setting, characters, problem, attempts to resolve the problem, and solution)	My Rotten Red-headed Older Brother by Patricia Polacco	**23**	• **End of unit assessment**	
24	• **SWBAT identify first person or third person points of view in a narrative (RL 3.6)** • **SWBAT to identify the narrator in the story (RL 3.6)**	Super-completely and Totally the Messiest! By Judith Viorst	**Unit 2** **24**	• SWBAT identify the title • SWBAT understand the purpose of a title • **SWBAT identify some text features of an informational text (table of contents, headings and subheadings) (RI 3.5)** • SWBAT use text features to find information in a text	Volcano: The Eruption and Healing of Mount St. Helens by Patricia Lauber
25	• **SWBAT identify first person or third person points of view in a narrative (RL 3.6)** **SWBAT to identify the narrator in the story (RL 3.6)**	Tony's Bread by Tomie dePaola	**25**	• **SWBAT identify some text features of an informational text (varied typeface such as bold and italicized text and glossary) (RI 3.5)** • SWBAT analyze how text features help readers comprehend an information	Volcano: The Eruption and Healing of Mount St. Helens by Patricia Lauber

26	• **SWBAT identify main and secondary characters (RL 3.3)** • SWBAT figure out the personality trait of the main and secondary characters by drawing on specific details from the text	Tony's Bread by Tomie dePaola	**26**	• SWBAT identify some text features of an informational text (photographs, labels, captions) • SWBAT identifies specific purpose of a graphic • **SWBAT analyze how text features help readers comprehend an information (RI 3.5)**	Volcano: The Eruption and Healing of Mount St. Helens by Patricia Lauber **Mighty Glaciers by Ned Jensen (Reading A to Z, Level L) for independent text**
27	• **SWBAT identify first person or third person points of view in a narrative (RL.3.6)** • SWBAT to identify the narrator in the story	Cool Zone with the Pain & the Great One by Judy Blume (Ch 1-2)	**27**	• **SWBAT identify text features in an informational text (index, charts/graphs) (RI 3.5; RI 3.7)** • SWBAT analyze information on a chart or graph • SWBAT analyze how text features help readers comprehend information.	Volcano: The Eruption and Healing of Mount St. Helens by Patricia Lauber
28	• SWBAT identify main and secondary characters • **SWBAT figure out the personality trait of the main and secondary characters by drawing on specific details from the text (RL 3.3)** • SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story	Cool Zone with the Pain & the Great One by Judy Blume (Ch 3-4)	**28**	• **SWBAT identify text features in an informational text (maps) (RI 3.7)** • SWBAT analyze how text features help readers comprehend information.	Expedition 40: The Secret of the Seasons (Reading A-Z, Level R)
29	• **SWBAT figure out the personality trait of the main and secondary characters by drawing on specific details from the text (RL.3.3)** • SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story	Silver Packages by Cynthia Rylant	**29**	• **SWBAT identify text features in an informational text (diagrams) (RI 3.7)** • SWBAT analyze how text features help readers comprehend information.	Expedition 40: The Secret of the Seasons (Reading A-Z, Level R)
30	• **SWBAT prove the personality trait of the secondary character by drawing on specific details from the text (RL.3.3)** • SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story	Chili Pepper Powder Surprise, Reading A-Z, Level Q	**30**	• **SWBAT identify text features in an informational text (diagrams) (RI 3.7)** • SWBAT analyze how text features help readers comprehend information.	Earthquakes, Volcanoes, and Tsunamis (Reading A-Z, Level Q)
31	• **SWBAT analyze character relationships of the main and secondary characters. (RL.3.3)** • SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story	Worst Friends (Spotlight on…Plot) by Agnes Gardner	**31**	• **SWBAT identify text features in an informational text (parentheses and white space) (RI 3.5)** • SWBAT analyze how text features help readers comprehend information.	Earthquakes, Volcanoes, and Tsunamis (Reading A-Z, Level Q)
32	• **SWBAT define conflict. (RL.3.3)** • **SWBAT identify and describe an external (man against man) conflict**. (RL.3.3) • SWBAT analyze character relationships of the main and	The Mystery in the Backyard (Spotlight on…Plot) by Tom Conklin	**32**	• **SWBAT understand characteristics of a dictionary (RI 3.5)** • **SWBAT look up words in the glossary in a dictionary (RI 3.5; L.3.4.a; L.3.4.d)**	Tsunamis (Reading A-Z; level S)

	secondary characters.				
33	• **SWBAT identify and describe an internal (man against self) conflict (RL.3.3)**	The Memory String by Eve Bunting	**33**	• SWBAT understand characteristics of thesauruses • **SWBAT look up words in the informational text in a thesaurus and find synonyms (L.3.4.a; L.3.4.d)**	Tsunamis (Reading A-Z; level S)
34	• SWBAT identify and describe an external (man against man) conflict. (RL.3.3) • SWBAT identify and describe an internal (man against self) conflict (RL.3.3)	The Memory String by Eve Bunting	**34**	• **SWBAT utilize both a dictionary and a thesaurus to look up either the meaning or a synonym of a word using previously read text in this unit. (L.3.4.a; L.3.4.d))**	Previously used text
35	• **SWBAT identify the plot of a story. (RL.3.1)** • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an internal (man against self) conflict	Morty and Suitcase Caper, Reading A-Z, Level Q	**35**	• **End of unit assessment**	
36	• SWBAT identify main characters **SWBAT figure out the personality trait of the main characters by drawing on specific details from the text (RL.3.3)** • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an internal (man against self) conflict	Stone Fox by John Reynolds Gardiner Ch. 1	**Unit 3** **36**	• **SWBAT identify characteristics of a descriptive text (RI 3.4)** • SWBAT identify another name for the topic of a section • SWBAT discuss facts learned about a topic	…If You Lived 100 Years Ago by Ann McGovern
37	• SWBAT identify secondary characters • **SWBAT figure out the personality trait of the secondary characters by drawing on specific details from the text (RL.3.3)** • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an internal (man against self) conflict	Stone Fox by John Reynolds Gardiner Ch. 2	**37**	• SWBAT identify characteristics of a descriptive text • **SWBAT identify another name for the topic of a section (RI 3.2)** • SWBAT discuss facts learned about a topic	…If You Lived 100 Years Ago by Ann McGovern
38	• SWBAT figure out the personality trait of the secondary characters by drawing on specific details from the text • SWBAT identify and describe an external (man against man) conflict. • **SWBAT identify and describe an external (man against nature) conflict) (RL.3.3)** • SWBAT identify and describe an internal (man against self) conflict	Stone Fox by John Reynolds Gardiner Ch. 3-4	**38**	• SWBAT identify characteristics of a descriptive text • SWBAT identify another name for the topic of a section • **SWBAT discuss facts learned about a topic (RI 3.1)**	…If You Lived 100 Years Ago by Ann McGovern
39	• **SWBAT identify a character's perspective (RL.3.6)**	Stone Fox by John Reynolds	**39**	• SWBAT identify problem/solution text structure of	The Great Chicago Fire by

	• SWBAT figure out the personality trait of the secondary characters by drawing on specific details from the text • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an external (man against nature) conflict) • SWBAT identify and describe an internal (man against self) conflict	Gardiner Ch. 5-6		information in a text • **SWBAT determine the problem of a situation in an informational text (RI.3.2)** • **SWBAT determine the solution of a situation in an informational text (RI.3.2)**	Janet McHugh
40	• **SWBAT figure out why a character says or does something (character motivation) (RL.3.3)** • SWBAT compare and contrast the personality traits of Willy and Stone Fox • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an external (man against nature) conflict) • SWBAT identify and describe an internal (man against self) conflict	Stone Fox by John Reynolds Gardiner Ch. 7-8	**40**	• **SWBAT determine the problem of a situation in an informational text (RI.3.2)** • **SWBAT determine the solution of a situation in an informational text (RI.3.2)**	The Great Chicago Fire by Janet McHugh
41	• **SWBAT determines the topic in literary text (RL 3.2)** • **SWBAT identify an additional title that reflects the main idea in a story (RL 3.2)** • SWBAT determine the theme, or the big idea, of the story • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an external (man against nature) conflict) • SWBAT identify and describe an internal (man against self) conflict	Stone Fox by John Reynolds Gardiner Ch. 9-10	**41**	• **SWBAT define cause and effect. (RI.3.3)** • SWBAT use signal words (if, then, because, since, so, before, after) to show cause and effect relationships. • SWBAT analyze information and present it in a timelines	Old Penn Station by William Low
42	• **End of unit assessment**		**42**	• SWBAT define cause and effect. • SWBAT use signal words (if, then, because, since, so, before, after) to show cause and effect relationships. • **SWBAT to determine the cause and effect (RI 3.3)**	Old Penn Station by William Low
Unit 3 **43**	• SWBAT identify the plot of a story • **SWBAT identify the lesson learned by a character (RL 3.2)** • **SWBAT identify the moral of a story (RL 3.2)** •	The Bee Tree by Patricia Polacco	**43**	• SWBAT define cause and effect. • SWBAT use signal words (if, then, because, since, so, before, after) to show cause and effect relationships. • **SWBAT analyze information and present it in a timeline (RI 3.7)**	Titanic (Reading A-Z, Level S)
44	• **SWBAT identify characteristics of fables (RL 3.5)** • SWBAT identify the plot of a story.	Wolf and Lean Dog (EL article)	**44**	• SWBAT define cause and effect. • SWBAT use signal words (if, then, because, since,	Titanic (Reading A-Z, Level S)

	• SWBAT identify make-believe statements in a fable • **SWBAT identify the moral of a fable. (RL 3.2)**	Fox and Wolf (EL article)		so, before, after) to show cause and effect relationships. • **SWBAT to determine the cause and effect (RI 3.3)**	
45	• SWBAT identify the plot of a story. • SWBAT determine characteristics about the characters of a story. • SWBAT identify make-believe statements in a fable • **SWBAT identify the moral of a fable. (RL 3.2)**	The Wolf in Sheep's Clothing (EL article)	**45**	• SWBAT identify characteristics of the sequential/time order text structure • **SWBAT analyze information presented in timelines (RI.3.7)**	Inventions (Reading A-Z, Level R)
46	• SWBAT identify the plot of a story. • SWBAT determine characteristics about the characters of a story. • SWBAT identify make-believe statements in a fable • **SWBAT identify examples of figurative language (similes and metaphors) (RL.3.4)** • **SWBAT identify the moral of a fable (RL.3.2)**	Lon Po Po by Ed Young	**46**	• SWBAT identify characteristics of the sequential/time order text structure • **SWBAT determine the cause and effect of sequential events (RI.3.3)**	Inventions (Reading A-Z, Level R)
47	• SWBAT identify the plot of a story. • SWBAT determine characteristics about the characters of a story. • SWBAT identify make-believe statements in a fable • **SWBAT identify examples of figurative language (similes and metaphors) (RL.3.4)** **SWBAT identify the moral of a fable (RL.3.2)**	Lon Po Po by Ed Young **A Golden Tragedy by Reading A-Z (Level P; F&P Level N) for idndependent text**	**47**	• **End of unit assessment**	
48	• SWBAT identify the plot of a story. • SWBAT determine characteristics about the characters of a story. • SWBAT determine the theme of the story by using clues from the plot and character development. • SWBAT identify examples of figurative language (similes and metaphors) • **SWBAT use supporting details about the plot and characters to support the theme. (RL.3.2; RL.3.3)**	Great Joy, the Self-Respecting Ox (Spotlight On…) **The Golden Flute, Reading A-Z, Level Q for independent text**	**Unit 4** **48**	• SWBAT identify the author's point of view about wolves • **SWBAT identify the main idea of a paragraph using the first or last sentence (RI 3.2)**	"Face to Face" in Face to Face with Wolves by Jim and Judy Brandenburg
49	• SWBAT determine the characteristics of multiple characters in a story • SWBAT identify the plot of a story. • **SWBAT determine the theme of the story by using clues from the plot and character development. (RL.3.2; RL.3.3)** • SWBAT identify examples of figurative language	Mufaro's Beautiful Daughters **Chinzaemon the Silent, Reading A-Z, Level Q for independent text**	**49**	• SWBAT identify the main idea of a paragraph using the first or last sentence • **SWBAT use the clues in a paragraph to figure out the main idea of a paragraph (RI 3.2)** • SWBAT use the main idea of a passage to create a title for a passage.	"Face to Face" in Face to Face with Wolves by Jim and Judy Brandenburg

	(similes and metaphors) • SWBAT use supporting details about the plot and characters to support the theme.				
50	• **SWBAT identify characteristics of legends (RL.3.5)** • SWBAT identify the plot of a story. • SWBAT identify make-believe statements in a legend • SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) • SWBAT determine the theme of the story by using clues from the plot and character development.	Johnny Appleseed by Jane Yolen	**50**	• SWBAT identify specific facts and details about the appearance and behaviors of wolves • **SWBAT identify the main idea of a paragraph using the supporting details in a paragraph. (RI 3.2)**	"Meet the Wolf" in Face to Face with Wolves by Jim and Judy Brandenburg
51	• **SWBAT identify characteristics of tall tales (RL.3.5)** • SWBAT identify the plot of a story. • SWBAT identify make-believe statements in a tall tale • SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) • SWBAT determine the theme of the story by using clues from the plot and character development.	John Henry by Julius Lester	**51**	• **SWBAT identify the main idea of a section of a text using the main idea of each paragraph**. (RI 3.2)	"Meet the Wolf" in Face to Face with Wolves by Jim and Judy Brandenburg
52	• **SWBAT recognize terms commonly used in drama (RL.3.5)** • Classify literary text as a play (based on a tall tale) • SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole)	Master Man	**52**	• SWBAT identify the main idea of a section of a text using the main idea of each paragraph. • **SWBAT figure out the main idea of a text using the chapter headings. (RI 3.2)**	"Making A Comeback" in Face to Face with Wolves by Jim and Judy Brandenburg
53	• **SWBAT recognize terms commonly used in drama (RL.3.5)** • Classify literary text as a play (based on a tall tale) • SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) •	Master Man	**53**	• **SWBAT distinguish main details from secondary details in a paragraph (RI 3.2)**	"Making A Comeback" in Face to Face with Wolves by Jim and Judy Brandenburg
54	• **SWBAT recognize terms commonly used in drama (RL.3.5)** • Classify literary text as a play (based on a tall tale) • SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) • SWBAT determine the theme of the story by using clues from the plot and character development.	Master Man	**54**	• SWBAT identify the steps for textual analysis • **SWBAT use the steps of textual analysis to extract information from a passage (RI 3.1)**	"Ghosts in the Twilight" pgs. 21 - 26
55	• **SWBAT identify characteristics of myths (RL.3.5)** • SWBAT identify the plot of a story. • SWBAT identify make-believe statements in a myth • SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole)	World Mythology: Athena by B.A. Hoena	**55**	• **SWBAT distinguish main details from secondary details in a text (RI 3.1; RI 3.2)**	"Ghosts in the Twilight" pgs. 21 - 26

	• SWBAT determine the theme of the story by using clues from the plot and character development.				
56	• SWBAT identify characteristics of myths • SWBAT identify the plot of a story. • **SWBAT identify make-believe statements in a myth (RL.3.5)** • SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) • SWBAT determine the theme of the story by using clues from the plot and character development.	World Mythology: Athena by B.A. Hoena	**56**	• SWBAT identify the steps for textual analysis • **SWBAT use the steps of textual analysis to extract information from a passage (RI 3.1)**	Humans Have Killed off Plants and Animals article
57	• SWBAT identify characteristics of myths • **SWBAT identify the plot of a story. (RL.3.1)** • SWBAT identify make-believe statements in a myth • SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) • SWBAT determine the theme of the story by using clues from the plot and character development.	World Mythology: Zeus by B.A. Hoena	**57**	• SWBAT identify the components of an informational text retell • **SWBAT retell an informational text passage (RI 3.2)**	The White Wolf article
58	• SWBAT identify characteristics of myths • **SWBAT identify the plot of a story. (RL.3.1)** • SWBAT identify make-believe statements in a myth • SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) • SWBAT determine the theme of the story by using clues from the plot and character development.	World Mythology: Zeus by B.A. Hoena	**58**	• SWBAT identify the components of an informational text retell • **SWBAT retell an informational text passage (RI 3.2)**	Catching Wolves Catching Yawns article
59	• SWBAT identify characteristics of myths • **SWBAT identify the plot of a story. (RL.3.1)** • SWBAT identify make-believe statements in a myth • SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) • SWBAT determine the theme of the story by using clues from the plot and character development.	World Mythology: Poseidon by B.A. Hoena	**59**	• SWBAT distinguish main details from secondary details in a text • **SWBAT identify the main idea of a text using the main idea of each section of text (RI 3.2)**	A Plan To Protect Wolves article
60	• SWBAT identify characteristics of myths • **SWBAT identify the plot of a story. (RL.3.1)** • SWBAT identify make-believe statements in a myth • SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) • SWBAT determine the theme of the story by using clues	World Mythology: Poseidon by B.A. Hoena	**60**	• SWBAT identify the steps for textual analysis • **SWBAT use the steps of textual analysis to extract information from a passage. (RI 3.1)** • SWBAT answer questions that require thinking beyond the text.	Dogs and Wolves article

	from the plot and character development.				
61	• **SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) (RL.4.4)** • SWBAT determine the theme of the story by using clues from the plot and character development.	Sugar Cane: A Caribbean Rapunzel	**61**	• **End of unit assessment**	
62	• **End of unit assessment**		**Unit 5** **62**	• SWBAT identify steps in a "how-to" everyday text • **SWBAT draw conclusions about information in a "how-to" everyday text (RI 3.1)**	How to Write Secret Messages, Text 4 in Non Fiction Text Passages
Unit 4 **63**	• **SWBAT identify characteristics of the magical fantasy genre. (RL.3.5)**	Jumanji by Chris Van Allsburg	**63**	• SWBAT identify steps in a "how-to" everyday text • **SWBAT draw conclusions about information in a "how-to" everyday text (RI 3.2)**	How To Make a Swan, Text 13 in Non Fiction Text Passages
64	• **SWBAT determine the setting changes in a magical fantasy text. (RL.3.3; RL.3.5)** • SWBAT determine how the setting impacted the story.	Golem by David Wisniewski	**64**	• SWBAT identify characteristics of newspaper articles • **SWBAT determine the main idea of a newspaper article (RI 3.2)**	Choice of NewsELA article
65	• **SWBAT analyze the impact secondary characters make on main characters (their thoughts, actions, and mood/feelings). (RL.3.3)**	The Dragon's Child by Jenny Nimmo	**65**	• SWBAT identify characteristics of magazine articles • SWBAT determine the main idea of a magazine article • **SWBAT identify the author's purpose of a magazine article (RI 3.1)**	Choice of magazine article
66	• **SWBAT analyze the impact secondary characters make on main characters (their thoughts, actions, and mood/feelings). (RL.3.3)**	The Dragon's Child by Jenny Nimmo	**66**	• **SWBAT determine the main idea of a poster (RI 3.2)**	Talent Show, Text 6 in Non Fiction Text Passages Text 6 in Non Fiction Text Passages (G2-3)
67	• **SWBAT figure out why a character says or does something (character motivation) (RL.3.3)** • SWBAT go beyond a character's dialogue to figure out the non-literal meaning of what a character says.	The Dragon's Child by Jenny Nimmo	**67**	• **SWBAT determine fact and opinion in advertising (RI 3.1)** • SWBAT locate details in advertisement • SWBAT recognize an assumption made in advertisement	Text 12 and 23 in Non Fiction Text Passages (G2-3)
68	• SWBAT figure out why a character says or does something (character motivation) • **SWBAT go beyond a character's dialogue to figure out the non-literal meaning of what a character says. (RL.3.3)**	The Dragon's Child by Jenny Nimmo	**68**	• SWBAT determine fact and opinion in advertising • **SWBAT locate details in advertisement (RI 3.1)** • SWBAT recognize an assumption made in advertisement	Crockett Travel Agency, Text 21 in Non Fiction Text Passages
69	• **SWBAT make logical predictions about a character's thoughts, actions and mood/feelings (RL.3.3)**	The Wretched Stone by Chris Van Allsburg	**69**	• **End of unit assessment**	

70	• **SWBAT make logical predictions about a character's thoughts, actions and mood/feelings (RL.3.3)**	The Wretched Stone by Chris Van Allsburg	**Unit 6** **70**	• **SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2)** • SWBAT define the scientific concept of "adaptation."	Bullfrog at Magnolia Circle: Bullfrog Habitat Pgs. 4–7 and 12–15
71	• **Identifies make-believe statements in literary text (RL.3.1)** • **Identifies onomatopoeia (Charlotte's Web) (RL.3.4)** • Interprets onomatopoeia in literary text	Charlotte's Web Ch 1-2	**71**	• **SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2)** • SWBAT define the scientific concept of habitat. • SWBAT explain what helps a bullfrog survive.	Bullfrog at Magnolia Circle: Bullfrog Habitat Pgs. 4–7 and 12–15
72	• **Identifies imagery or description (RL.3.4)** • Identifies a literal description that supports a given idea • Identifies onomatopoeia (Charlotte's Web) • Interprets onomatopoeia in literary text • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 3-4	**72**	• **SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2)**	Bullfrog at Magnolia Circle: Bullfrog Habitat Pgs. 8-11 and 16-25
73	• **Identifies imagery or description (RL.3.4)** • Identifies a literal description that supports a given idea • Identifies onomatopoeia (Charlotte's Web) • Interprets onomatopoeia in literary text • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 5-6	**73**	• **SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2)** • SWBAT define the scientific concepts of predator and prey. • SWBAT explain what adaptations help bullfrogs survive.	Bullfrog at Magnolia Circle: Bullfrog Habitat Pgs. 8-11 and 16-25
74	• **Infers the meaning of a phrase in a literary text (RL.3.4)** • Uses context to determine the meaning of a phrase • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 7-8	**74**	• **SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2)** • SWBAT explain what adaptations help bullfrogs survive.	Bullfrog at Magnolia Circle: Bullfrog Life Cycle Pgs. 26-31
75	• **Infers the meaning of a phrase in a literary text (RL.3.4)** • Uses context to determine the meaning of a phrase • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 9-10	**75**	• **SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2)** • SWBAT define the scientific concept of amphibian.	Bullfrog at Magnolia Circle: Bullfrog Life Cycle Pg. 32
76	• **Infers the meaning of a phrase in a literary text (RL.3.4)** • Uses context to determine the meaning of a phrase • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 11-12	**76**	• **SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2)** • SWBAT describe the different kinds of animal adaptations.	"Staying Alive: Animal Adaptations"

77	• **Infers the meaning of a phrase in a literary text (RL.3.4)** • Uses context to determine the meaning of a phrase • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 13-14	**77**	• **SWBAT use text features to find information (RI 3.5)** • SWBAT determine the meaning of key words about freaky frogs.	Everything You Need to Know about Frogs and Other Slippery Creatures
78	• **Analyzes dialogue to understand characters (RL.3.3)** • Analyzes the effect of word choice in literary text • Identifies dialogue as the primary structure of a literary text • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch. 15-16	**78**	• S**WBAT ask and answer questions about frogs' skin (RI 3.1)** • SWBAT describe how frogs shed their skin	Everything You Need to Know about Frogs and Other Slippery Creatures
79	• **Analyzes dialogue to understand characters (RL.3.3)** • Analyzes the effect of word choice in literary text • Identifies dialogue as the primary structure of a literary text • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 17-18	**79**	• **SWBAT ask and answer questions about frogs' habitat (RI 3.1)** • SWBAT describe an adaptation that helps a frog survive in a particular habitat.	Everything You Need to Know about Frogs and Other Slippery Creatures
80	• Analyzes dialogue to understand characters • **Analyzes the effect of word choice in literary text (RL.3.3)** • Identifies dialogue as the primary structure of a literary text • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 19-20	**80**	• **SWBAT identify the main idea of an excerpt from by reading the text closely (RI 3.2)**	"The Spadefoot Toad"
81	• Analyzes dialogue to understand characters • **Analyzes the effect of word choice in literary text (RL.3.3)** • Identifies dialogue as the primary structure of a literary text • **Identifies the tone or mood of the text (RL.3.4)**	Charlotte's Web Ch 21-22	**81**	• **SWBAT ask and answer questions about glass frogs (RI 3.1)**	Everything You Need to Know about Frogs and Other Slippery Creatures "The Glass Frog" Pgs. 32-33
82	• **End of unit assessment**		**82**	• **SWBAT ask and answer questions about water-holding frogs (RI 3.1)**	Everything You Need to Know about Frogs and Other Slippery Creatures "The Water Holding Frog" Pgs. 36-37
Unit 5 **83**	• **SWBAT define the genre historical fiction (RL 3.5)** • SWBAT identify historical terms in historical fiction • **SWBAT distinguish between historical fact and fiction in a historical fiction text (RL 3.5)**	Short piece about Internment Camps during WW2 The Bracelet by Yoshiko Uchida	**83**	• **SWBAT ask and answer questions about the Amazon horned frog (RI 3.1)**	Everything You Need to Know about Frogs and Other Slippery Creatures "Amazon Horned Frog" Pgs. 20-21

84	• SWBAT apply knowledge learned from an informational article to understand a narrative text • **SWBAT explain how the character's lives are affected by the historical setting of the story (RL 3.5)**	Short article about the Jewish experience during WW2	**84**	• SWBAT identify the main idea and details in two texts: Deadly Poison Dart Frogs and Poison Dart Frogs Up Clos • **SWBAT compare and contrast the main ideas and key details of sections of Deadly Poison Dart Frogs and Poison Dart Frogs Up Close (RI.3.9)**	Deadly Poison Dart Frogs Pgs. 14-15 Poison Dart Frogs Up Close Pgs. 8-9
85	• **SWBAT build their schema of a historical time period using an informational article (RI 3.9; RL 3.9)** • SWBAT identify some causes and effects of WW2 SWBAT predict the historical terms/facts that will be encountered in a historical fiction text (WW2 time period)	WW2 Informational Text article Sadako Pre-reading	**85**	• **End of unit assessment**	
86	• **SWBAT explain how the historical setting impacts the characters' actions, thoughts, feelings, and motivations. (RL 3.3)** • SWBAT determine cause and effect in text	Sadako by Eleanor Coerr Ch 1-2	**Unit 7** **86**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Japan (RI 3.8)**	Exploring Countries: Japan
87	• SWBAT explain how the historical setting impacts the characters' actions, thoughts, feelings, and motivations. • **SWBAT determine cause and effect in text (RL 3.1)**	Sadako by Eleanor Coerr Ch 3-4	**87**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Japan (RI 3.8)**	Exploring Countries: Japan
88	• **SWBAT apply knowledge of a time period to understand the character's feelings/mental state (RL 3.3; RL 3.9)**	Sadako by Eleanor Coerr Ch 5-6	**88**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Japan (RI 3.8)**	Exploring Countries: Japan
89	• SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story • **SWBAT determine the theme, or the big idea, of the story (RL 3.2)** • SWBAT analyze evaluate text for evidence of bias or stereotypes • SWBAT connect a theme in historical fiction to today's world.	Sadako by Eleanor Coerr 7-9	**89**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Italy (RI 3.8)**	Exploring Countries: Italy
90	• **SWBAT analyze different perspectives on the same historical time period in a historical fiction text (RL 3.9**	Informational Article about the Civil War (needs to be selected) Pink and Say by Patricia Polacco	**90**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Italy (RI 3.8)**	Exploring Countries: Italy

91	• **SWBAT determine and explain character change as a result of a historical event (RL 3.3)** • SWBAT determine the theme of a historical fiction text SWBAT analyze evaluate text for evidence of bias or stereotypes	Pink and Say by Patricia Polacco	**91**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Italy (RI 3.8)**	Exploring Countries: Italy
92	• **End of unit assessment**		**92**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Iraq (RI 3.8)**	Exploring Countries: Iraq
Unit 6 **93**	• **SWBAT identify common themes in literature. (RL 3.9)** • **SWBAT determine the lesson learned by a character in a story. (RL 3.2)** • SWBAT figure out the theme of a story by using knowledge of the lesson the character learned. • SWBAT use supporting details about the plot and characters to support the theme.	The Honest-to-Goodness Truth by Patricia C. McKissack	**93**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Iraq (RI 3.8)**	Exploring Countries: Iraq
94	• SWBAT determine the lesson learned by a character in a story. • SWBAT figure out the theme of a story by using knowledge of the lesson the character learned. • **SWBAT use supporting details about the plot and characters to support the theme. (RL 3.1; RL 3.2)**	Wings by Christopher Myers	**94**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Iraq (RI 3.8)**	Exploring Countries: Iraq
95	• **SWBAT figure out the internal conflict of a character. (RL 3.3)** • SWBAT determine the theme of the story by using clues from the plot and character development. • SWBAT use supporting details about the plot and characters to support the theme.	Grandma's Purple Flowers by Adjoa J. Burrowes	**95**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of India (RI 3.8)**	Exploring Countries: India
96	• **SWBAT compare and contrast the themes of two texts (RL 3.9)**	Grandma's Purple Flowers by Adjoa J. Burrowes and The Memory String by Eve Bunting	**96**	• **SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of India (RI 3.8)**	Exploring Countries: India
97	• SWBAT determine the big idea of a section of text. • **SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.1; RL 3.2)** • SWBAT use the big idea of a chapter to create a title	Sarah, Plain and Tall by Patricia MacLachlan (Ch 1)	**97**	• **SWBAT compare and contrast information presented in previously read texts (RI 3.9; RL 3.9)**	Previously read texts

98	• SWBAT determine the big idea of a section of text. • **SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.1; RL 3.2)** • SWBAT use the big idea of a chapter to create a title	Sarah, Plain and Tall (Ch 2 and 3)	**98**	• **End of unit assessment**	
99	• **SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3)** • SWBAT predict the theme of a story using what they know about the events and characters in a story	Sarah, Plain and Tall (Ch 4 -6)	**Unit 8** **99**	• SWBAT identify compare and contrast key words. • **SWBAT use compare and contrast key words to compare two animals. (RL 3.4)**	Alligators and Crocodiles by Trudi Strain Trueit
100	• **SWBAT determine the theme of a story. (RL 3.2)** • SWBAT use supporting details about the plot and characters to support the big idea of a text.	Sarah, Plain and Tall (Ch 7-9)	**100**	• **SWBAT compare and contrast a subject in an informational text (RI 3.9)**	Colonial Life by Brendan January Trouble in Amazon
101	• SWBAT determine the big idea of a section of text. • **SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.1; RL 3.2)** • SWBAT use the big idea of a chapter to create a title	The BFG by Roald Dahl Ch. 1-2	**101**	• **SWBAT define compare and contrast. (RI 3.9)** • SWBAT identify compare and contrast as a text structure. • SWBAT determine the main idea of a text • SWBAT identify details used to support the main idea	"How do Animals Adapt?" by Bobbie Kalman Desert People (Reading A-Z Level P)
102	• SWBAT determine the big idea of a section of text. • **SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.2)** • SWBAT use the big idea of a chapter to create a title.	The BFG by Roald Dahl Ch. 3-4	**102**	• **SWBAT compare and contrast information presented in two texts on the same topic (adaptation) (RI 3.9)**	"How do Animals Adapt?" by Bobbie Kalman Desert People (Reading A-Z Level P)
103	• SWBAT determine the big idea of a section of text. • **SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.2)** • SWBAT use the big idea of a chapter to create a title.	The BFG by Roald Dahl Ch. 5-6	**103**	• **SWBAT compare and contrast information presented in two texts on the same topic (solar system) (RI 3.9)** • SWBAT determine the main idea of a text • SWBAT identify details used to support the main idea	Our Solar System by Seymour Simon Our Solar System (Reading A-Z, Level S)
104	• **SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3)** • SWBAT predict the theme of a story using what they	The BFG by Roald Dahl Ch. 7-8	**104**	• SWBAT compare and contrast information presented in two texts on the same topic • **SWBAT evaluate which text was more useful for giving information on the topic (RI 3.1; RI 3.9)**	Our Solar System by Seymour Simon Our Solar System

	know about the events and characters in a story				(Reading A-Z, Level S)
105	• **SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3)** • SWBAT predict the theme of a story using what they know about the events and characters in a story	The BFG by Roald Dahl Ch. 9-10	**105**	• **End of unit assessment**	
106	• **SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3)** • SWBAT predict the theme of a story using what they know about the events and characters in a story	The BFG by Roald Dahl Ch. 11-12	**Unit 9** **106**	• SWBAT identify characteristics of a persuasive text • SWBAT identify the author's purpose in an informative text • **SWBAT distinguish between informative and persuasive texts (RL 3.9)**	Are Organized Sports Better for Kids Than Pickup Games? Pgs. 20-21 Should We Drill for Oil in Protected Areas? Pgs. 9-10
107	• **SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3)** • SWBAT predict the theme of a story using what they know about the events and characters in a story	The BFG by Roald Dahl Ch. 13-14	**107**	• SWBAT determine the main idea of a persuasive text • **SWBAT determine the author's opinion about a topic in a persuasive text (RL 3.6)**	Should Kids Play Video Games? Pgs. 8-9 Should There Be Space Exploration? Pgs. 7-9
108	• **SWBAT use supporting details about the plot and characters to support the big idea of a text. (RL 3.1; RL 3.2)**	The BFG by Roald Dahl Ch. 15-16	**108**	• **SWBAT distinguish between fact and opinion in a persuasive text (RL 3.1)**	Should There Be Space Exploration? Pgs. 7-9 Summer: 15 Days or 2 ½ Months?
109	• **SWBAT use supporting details about the plot and characters to support the big idea of a text. (RL 3.1; RL 3.2)**	The BFG by Roald Dahl Ch. 17-18	**109**	• SWBAT determine the main idea of a persuasive text • **SWBAT determine the author's opinion about a topic in a persuasive text (RL 3.6)**	Should There Be Space Exploration? Pgs. 26-2
110	• **SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3)** • SWBAT predict the theme of a story using what they know about the events and characters in a story	The BFG by Roald Dahl Ch. 19-20	**110**	• **SWBAT identify the facts used to support argument in a persuasive text (RL 3.8)**	Is It Better to Be Judged by a Jury of Your Peers Than by a Judge? Pgs. 7-8 Should There Be Zoos? Pgs. 23-24
111	• **SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3)** • SWBAT predict the theme of a story using what they	The BFG by Roald Dahl Ch. 21	**111**	• **SWBAT identify the facts used to support argument in a persuasive text (RL 3.8)**	Should We Drill for Oil in Protected Areas? Pgs. 11-12

	know about the events and characters in a story				Should Kids Play Video Games? Pgs. 16-17 Should There Be Zoos? Pgs. 7-10
112	• **SWBAT determine the theme of a story. (RL 3.2)** • SWBAT use supporting details about the plot and characters to support the big idea of a text.	The BFG by Roald Dahl Ch. 22	**112**	• SWBAT identify the steps for textual analysis • SWBAT use the steps of textual analysis to extract information from a passage • **SWBAT figure out cause and effect relationships in a passage. (RL 3.1; RL 3.3)**	Should We Use Green Energy Sources That Could Endanger Animals?
113	• **End of unit assessment**		**113**	• **SWBAT distinguish their own opinion from that of the author in a persuasive text (RL 3.6)**	Should There Be Presidential Term Limits? Pg. 20 Should There Be Space Exploration? Pgs. 31-32
Unit 7 **114**	• **SWBAT classify a nursery rhyme vs. a poem (RL 3.5)** • SWBAT identify elements of poetry (rhyme, rhythm, and repetition)	Select nursery rhymes Every Second Something Happens by Christine San Jose and Bill Johnson Reading, Rhyming, and 'Rithmetic by Dave Crawley	**114**	• **End of unit assessment**	
115	• **SWBAT identify elements of poetry (rhyme, rhythm, and repetition) (RL 3.5)**	A Light in the Attic by Shel Silverstein *"How Not to Have to Dry the Dishes"* *"Strange Wind"* *"Bear in There"* *"Standing is Stupid"* Words With Wings: A Treasury of African American Poetry by Belinda Rochelle *"This Morning"*	**Unit 10** **115**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	One Well: The Story of Water on Earth–Where Is Water on Earth? Pgs. 4-7
116	• **SWBAT identify sensory details in poems (RL 3.4)**	The Hound Dog's Haiku and Other Poems for Dog Lovers by Michael J. Rosen	**116**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	"Where in the World Is Water?"

117	• SWBAT identify and describe figurative language (similes and metaphors) in poetry - Read Works: Grade 3, Lesson 3 • **SWBAT distinguish between a simile and a metaphor (RL 3.4)**	"The Pilot" poem and "My Favorite Day" poem (provided by Read Works)	**117**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	"Rivers and Streams"
118	• **SWBAT identify and describe the main idea of a poem (RL 3.2) - Read Works: Grade 5, Lesson 1**	Words With Wings: A Treasury of African American Poetry by Belinda Rochelle *"John, Who is Poor" by Gwendolyn Brooks* *"Primer"* by Rita Dove *"Happy Family"* by Dr. Maya Angelou	**118**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	"Rivers and Streams"
119	• **SWBAT identify and describe the theme of a poem (RL 3.2)** • SWBAT describe the emotion or tone of a poem	Random House Book of Poetry for Children -Edited by Jack Prelutsky "*Cockpit in the Clouds*" - pg 99 *"City"* - pg 98 *"Two People"* - pg 143 *"The Reason I Like Chocolate"* - pg 119 *"Keziah"* - pg 120	**119**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	"River to the Sea"
120	• SWBAT identify and describe the theme of a poem • **SWBAT describe the emotion or tone of a poem (RL.3.4)**	Random House Book of Poetry for Children -Edited by Jack Prelutsky *"Homework"* - pg 141 *"The Crocodile"* - pg 81 *"Don't Worry if Your Job is Small"* - pg 186 *"Foul Shot"* - pg 220	**120**	• **SWBAT compare and contrast the similarities and differences between the two texts about rivers and streams (RI 3.9)**	Two texts about rivers and streams
121	• **SWBAT analyze how poems are constructed by identifying lines, stanzas, and the use of punctuation in poetry (line breaks and white space) (RL.3.5)** • SWBAT understand the author's purpose for writing a poem	The Underwear Salesman by J. Patrick Lewis	**121**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	One Well: "Recycling Water in the Well" Pg. 8
122	• **End of unit assessment**		**122**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	"The Water Cycle" (from the USGS)
Unit 8	• **SWBAT identify biographical facts about Patricia Polacco's life (RI 3.1)**	Article about Patricia Polacco	**123**	• **SWBAT compare and contrast the similarities and differences between the two texts about the water cycle (RI 3.9)**	One Well: "Recycling Water in the Well"

123					Pg. 8 "The Water Cycle" (from the USGS)
124	• **SWBAT examine how the author's life influenced her writing (RI 3.9; RL 3.9)**	The Keeping Quilt by Patricia Polacco	**124**	• **SWBAT ask and answer questions about informational text (RI 3.1)**	One Well, "People at the Well" Pgs. 16-17
125	• **SWBAT examine how Patricia Polacco's background influenced the characters in her story. (RL 3.9; RI 3.9)**	Rechenka's Eggs by Patricia Polacco	**125**	• **SWBAT ask and answer questions about informational text (RI 3.1)**	One Well, "People at the Well" Pgs. 20-21
126	• **SWBAT examine how Patricia Polacco's background influenced the characters in her story. (RL 3.9; RI 3.9)**	Mrs. Katz and Tush by Patricia Polacco	**126**	• **SWBAT ask and answer questions about informational text (RI 3.1)**	One Well, "People at the Well" Pgs. 24-25
127	• **SWBAT examine how Patricia Polacco's background influenced the characters in her story. (RL 3.9; RI 3.9)**	Mrs. Mack by Patricia Polacco	**127**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	"Dry Days in Australia"
128	• **SWBAT compare and contrast the main characters in 2 of Patricia Polacco's books (RL 3.3; RL 3.9)**	Thank You, Mr. Falkner and other Polacco texts	**128**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	"Tackling the Trash"
129	• **SWBAT analyze the theme/message that Patricia Polacco wanted to voice in one of her stories (RL 3.2)**	Chicken Sunday by Patricia Polacco	**129**	• **SWBAT identify the main idea and key details (RI 3.1; RI 3.2)**	"Ryan Hreljac: The Boy Who Built a Well"
130	• **SWBAT analyze the theme/message that Patricia Polacco wanted to voice in one of her stories**	The Butterfly by Patricia Polacco	**130**	• **End of unit assessment**	
131	• **SWBAT compare/contrast the themes in 2 of Patricia Polacco's books (RL 3.9)**	Various Patricia Polacco text	**Unit 11** **131**	• SWBAT define biography • SWBAT define autobiography • **SWBAT distinguish biography and autobiography using a story's point of view. (RI 3.6)**	Bessie Coleman (Reading A-Z)
132	• **SWBAT examine the characteristics of Patricia Polacco's style of writing (RL 3.9)**	Various Patricia Polacco text	**132**	• **SWBAT distinguish main details from secondary details in a biography. (RI 3.1; RI 3.2)** • **SWBAT retell events of a biography in order. (RI 3.1; RI 3.3)**	Bessie Coleman (Reading A-Z)

133	• **End of unit assessment**		**133**	• **SWBAT infer an author's unstated opinion about a subject using facts from the text. (RI 3.6)**	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 1 & 2
134			**134**	• **SWBAT identify important events of a biography in order. (RI 3.1; RI 3.3)**	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 3 & 4
135			**135**	• **SWBAT determine the motivations of a secondary character/person in a biography (RI 3.1)** • SWBAT explain the effect of a significant secondary person on another person's life	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 5
136			**136**	• **SWBAT explain the impact of a significant event on a person's life. (RI 3.3)**	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 6 & 7
137			**137**	• **SWBAT use a text feature to find and explain facts in a text. (RI 3.5)**	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 8 & 9
138			**138**	• **SWBAT explain the significant impacts of a person in history. (RI 3.3)**	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 10
139			**139**	• **End of unit assessment**	

Third Grade Standards Overview

Standard	Description	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	Unit Title	Strength-ening Good Habits	I Can't Believe It's Not Real!	The Moral of the Story Is...	Spells & Magic	Going Back in Time!	Common Themes in Litera-ture	Poetry	Author's Study
Reading Standards for Literature: Third Grade		RC - N	RC - N	RC - N	RC - N	RC - N	RC - N	RC - N	RC - N
Key Ideas and Details:									
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X	X	X	X		
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	X	X	X		X	X	X	X
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		X		X	X	X	X	X
Craft and Structure:									
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			X	X				
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	X	X	X	X	X			
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.		X						
Integration of Knowledge and Ideas:									
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)								
RL.3.8	(RL.3.8 not applicable to literature)								
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)						X		X

Third Grade Standards Overview

Standard	Description	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
	Unit Title	What Does It Mean to be a Reader of Informational Text?	Volca-noes, Earth-quakes, Tsunamis! (Text Features)	Com-munities of the Past (Text Structures)	Wolves - Main Idea I	Common Text Struc-tures II	Frogs - Main Idea II	Compa-ring Main Ideas	Yes or No? Can You Be Per-suaded?	Yes or No? Can You Be Per-suaded?	Fresh-water	Biograph-ies
Reading Standards for Information: Third Grade		RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF
Range of Reading and Level of Text Complexity:												
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.											
Key Ideas and Details:												
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X		X	X	X	X		X	X	X	X
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.			X	X	X	X				X	X
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			X						X		X
Craft and Structure:												
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			X								
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	X	X	X			X					X
RI.3.6	Distinguish their own point of view from that of the author of a text.	X										X
Integration of Knowledge and Ideas:												
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	X	X									X
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	X						X		X		

Third Grade Standards Overview

RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.			X			X	X	X	X	X	
Range of Reading and Level of Text Complexity:												
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.											

Third Grade Standards Overview

Third Grade Standards Overview

Third Grade Standards Overview

4th Grade Non-Fiction Unit 1: Nonfiction Overview

Vision of Excellence

ENDURING UNDERSTANDINGS

- When reading any kind of text, fiction or non-fiction, good readers always consider their own schema, or background knowledge, about the topic of the text, and ask questions about what they might read about. While reading, good readers continue to ask questions, while also looking for answers to the questions they've already asked. By doing this, good readers stay actively engaged in their text, which aids comprehension.
- Good readers always self-monitor to ensure they are comprehending what they are reading.
- Good readers always use text features to help them better access information and, thus, better understand the text. Text features help readers to clarify and expand upon what is written in the text itself.

UNIT STANDARDS

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

KNOWLEDGE	SKILLS
Ask Questions - a strategy good readers use to better understand and enjoy the text, good readers generate questions before, during, and after reading and then look for the answers as they read. **Clicking** – the story is making sense **Clunking** – comprehension is breaking down **Literary Non- Fiction** - a genre of text that uses literary styles and techniques to create factually accurate narratives **Fix Up Strategies** – ways good readers problem-solve to find the meaning of unknown words and phrases - **Context clues** - word, phrases, or ideas that can be used to help the reader determine the meaning of other, unknown words or phrases. Generally, context clues surround the unknown word or phrase, coming both before and after - **Background knowledge / Schema** – everything that you already know - **Knowledge of common word parts** – ex. Affixes (prefixes/suffixes) and roots – use the meanings of these to determine the general meaning of the word itself - **Glossary –** located at the very back of a book, Lists words specific to the text (usually the ones bolded / italicized) along with their definitions, in alphabetical order. Like a mini-dictionary just for that book. **Non-Fiction Text Features** - text structures most commonly seen in non-fiction text (but also often present in fiction texts) that enable the reader to more easily access and understand key information	**Ask and answer questions** - "What does my schema make me wonder about this topic?" - "What questions pop into my head?" - "What questions do I have about the text that might be answered as I keep reading?" - Look for answers to these questions as you read **Self-monitor for understanding (clicking / clunking)** - Pause while reading and think, "Does this make sense?" - Re-read when comprehension has broken down (clunking) **Use non-fiction text features** - Determine what information you're looking for, and use the appropriate text feature to quickly find that information, OR - Identify the type of text feature, then determine what it is telling you about the text **Determine sequence of events (from a timeline)** - Far left = earliest / first in chronological order - Far right = latest / last in chronological order - The title of the timeline tells what these events are part of **Synthesize information from two texts on the same topic** - Gather important details from each text - Put the details from both texts together to generate big ideas **Compare and contrast information**

Text Feature	Location	Purpose
Table of Contents	Inside front cover (very beginning of book)	Lists the chapters or main headings in the book in order with the page that each starts on; allows the reader to quickly flip to one main part of the text
Heading / Subheading	At the top of a section of text	Tells what that section of text is mostly about (like a title for a small section); related to the section's main idea
Stylized Text (bold, italics)	Throughout the text	Used to indicate vocabulary words that are usually defined within the text itself. Also used to highlight important points in the text.
Index	The very back of a book (last pages)	Lists all the topics covered in the text in alphabetical order, along with the page numbers where that topic is mentioned.
Glossary	The very back of a book (last pages, usually before the index)	Lists words specific to the text (usually the ones bolded / italicized) along with their definitions, in alphabetical order. Like a mini-dictionary just for that book.
Captions	Underneath or near a picture or illustration	Explain what the picture / illustration is about and help connect the picture / illustration to the text
Labels	On a diagram or illustration	Show the reader exactly what each part of a diagram or illustration is
Photographs	Throughout the text	Used to enhance and support information found in the written text
Parentheses	Throughout the text	Usually used to show pronunciations of tricky words (sometimes the same ones that are bolded / italicized). Also used to give a

- How is information presented? (ex. text structure, text features)
- What information is the same?
- What information is different?
- Does one have more facts or opinions than the other? Why?
- What is the author's purpose of each text?

		brief definition of a word, or brief background information, in the body of the text itself.
Timeline	Throughout the text	Used to show the order of events from earliest to latest or beginning to end. Events are listed in chronological (time) order.

Sequence – the order of events

CORRELATING GLAD STRATEGIES
Cognitive Content Dictionary - for Tier III, content-specific vocabulary words, and words that students are supposed to use context clues to determine meaning. Pre-populate the CCD chart (laminate one for your classroom so you can erase it) with the words you'll encounter that day, and then as you come to those words in the text, stop and have students predict the meaning. Then, model how you'd use the word itself AND the context it's in (context clues) to determine the actual meaning. This needs to be heavily modeled in the beginning of the year, and then students can be more independent with this later on (even getting to do this independently). Note that sometimes, there will be no context that might help students generate their own definition. In this case, still have students predict meaning (some may have schema for the words), but spend more time on the actual meaning and oral sentences.
Inquiry Chart (KWL) – as a way to activate students' schema and reinforce the idea that good readers actively use schema to make predictions and inferences during reading. Rather than only doing this at the very beginning of a text, you can do separate inquiry charts before, during, and after reading – this will help students catalogue the things that they learn as they go through a text, as well as illustrate how good readers can use what they integrate into their schema as they read about a topic.
Narrative input chart – Although typically used to show the arc of narrative stories, you can modify this to illustrate a sequence of events, as through a timeline.
Observation Chart – as introductory activity for any non-fiction text – put a photo (or several photos) of the topic(s) of the text on a blank piece of paper, without labeling them, and ask students to make observations and ask questions about each. This strategy is also useful before engaging in any new topic or content to get students thinking about what they already know and what they wonder. Can also be used before reading a second text on the same topic, to have students activate their prior learnings.
Big Book – for all the different non-fiction text features
Chant – Non-Fiction Text Features Nonfiction, nonfiction, nonfiction text features (2x) First, table of contents, where to find information (2x) Second, photograph, what it looks like (2x) Third, labels, parts of a picture (2x) Fourth, caption, explains the picture (2x) Fifth, glossary, defines the words (2x) You can also add these:

(number), heading, describes the section (2x)
(number), index, names and page numbers (2x)
(number), diagram, picture with labels (2x)

Comparative Input Chart – to help students compare and contrast information. Draw pictures of the topics/texts being compared with information about each surrounding the outside. Place these side by side to visually facilitate comparisions.

POTENTIAL PITFALLS

Students may not realize when they are not actually comprehending. Students may have a particularly hard time with this if their fluency is good and they can physically read all or most of the words on the page – they may not realize that although they can read the words, they don't actually understand what those words are saying. Help students build their awareness of their own comprehension by stopping frequently, or training them to stop frequently, while reading to synthesize or determine the main idea. If students have a hard time with this, it probably means they were "clunking" and need to go back to re-read.

Students may get too wrapped up in using fix-it strategies to determine the meaning of unknown words. Often as readers, we see unknown words and are able to maintain comprehension with a general understanding of the word or phrase, rather than an exact definition. Make sure students know that in most cases, they do not need a dictionary definition in order to continue reading! (The exception would be for Tier III content-specific words, which usually are defined within the text itself).

Standards Matrix

Standard	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
RL.4.1										
RL.4.2										
RL.4.3										
RL.4.4										
RL.4.5										
RL.4.6										
RL.4.7										
RL.4.8										
RL.4.9										
RL.4.10										
RI.4.1										
RI.4.2										
RI.4.3										
RI.4.4							X	X		
RI.4.5		X	X		X	X				
RI.4.6										
RI.4.7				X						
RI.4.8										
RI.4.9						X			X	
RI.4.10										

Assessment Connection

ASSESSMENT	SKILLS
STEP bottom lines	STEP 12 – Text Features IV – Stand Alone Visuals STEP 13 – Text Features IV – Dependent Visuals STEP 14 – Compare and Contrast
NWEA: 50th percentile	RI.4.5 Classifies text as informational (1) RI.4.5 Understands characteristics of a dictionary (1) RI.4.5 Text Features (subheadings, etc.) (2) RI.4.5 Timelines (1) RI.4.9 Synthesizing between two texts (2)

Long Term Plan

DAY	OBJECTIVES	TEXT SELECTION	LINK
1	• **SWBAT follow a step-by-step process to activate their prior knowledge, generate questions, and locate answers to build content understanding**.	Gorillas (Living in the Wild: Primates) by Lori McManus	
2	• SWBAT identify when they are clicking (the story is making sense) and when they are clunking (comprehension is breaking down). • **SWBAT use the click vs. clunk strategy to re-read when comprehension has broken down (RL.4.1)** • SWBAT identify characteristics of literary nonfiction. (RI.4.5)	Article: Gorilla Rescue	Resource Link
3	• **SWBAT use fix up strategies to enhance their understanding of a subject and learn new information. (RI.4.4)** (Context Clues and Background Knowledge)	Africa True book by Mel Freidman	Sample Anchor Chart NF Text Features Organizer
4	• **SWBAT use fix up strategies to enhance their understanding of a subject and learn new information. (RI.4.4)** (Knowledge of Common Word Parts and Glossary)	Africa True book by Mel Freidman	
5	• **SWBAT identify nonfiction text features and use them to sort and deepen their understanding of content. (RI.4.5)**	Looking at the Congo by Kathleen Pohl (650L)	Sample Anchor Chart NF Text Features Organizer

6	• **SWBAT identify stand-alone visuals (nonfiction text features) and use them to sort and deepen their understanding of content**. (RI.4.7)		Text Structure PPT
7	• SWBAT identify nonfiction text features and use them to sort and deepen their understanding of content. (RI.4.5)	Gorillas (Living in the Wild: Primates) by Lori McManus	Graphic Organizer
8	• **SWBAT identify nonfiction text features to understand a timeline of events. (RI.4.5)** • SWBAT determine sequence of events from a timeline. (RI.4.1) • SWBAT compare and contrast information from two text (article and video). (RI.4.9)	Article - Zoo Atlanta Printable Text from Website	
9	• **SWBAT accurately synthesize information from two texts on the same topic**. (RI 4.9)	Ivan: The Remarkable True Story of the Shopping Mall Gorilla by Katherine Applegate Article: Gorilla Rescue	
10	• Assessment		

Additional Resources

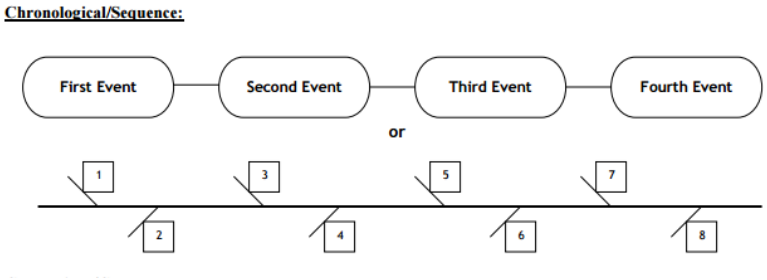
ANCHOR CHART IDEAS

Integrating Information from Multiple Sources

Topic:

Source	Information Learned
Big Ideas:	

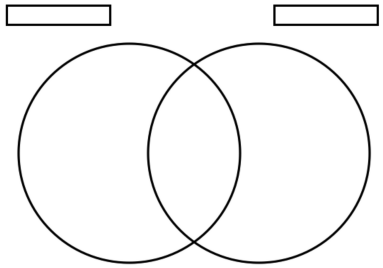
Sequence



Inquiry Chart (KWL)

What I know	What I want to know	What I've learned

Compare and Contrast



NARRATIVE CONNECTION

Unit 1: Metacognitive Strategies

Just as students are practicing being metacognitive in this non-fiction unit, self-monitoring for meaning, they are practicing similar strategies in their narrative unit. Remind students that being metacognitive while reading is something good readers do all the time, no matter what type of text they are reading.

Unit Reflections

PRE UNIT REFLECTIONS	
Read Aloud • What text lists did you omit, add, etc.? Why? • What objectives did you omit, add, etc.? Why? • What anchor charts did you omit, add, etc.? Why?	**Reading Comprehension** • What text lists did you omit, add, etc.? Why? • What objectives did you omit, add, etc.? Why? • What anchor charts did you omit, add, etc.? Why?

MID UNIT REFLECTIONS	
Read Aloud • How far did you get along? • What skills were students strongest in? • Weakest in? • Why?	**Reading Comprehension** • How far did you get along? • What skills were students strongest in? • Weakest in? • Why?

POST UNIT REFLECTIONS	
Read Aloud • How far did you get along? • What skills were students strongest in? • Weakest in? • Why?	**Reading Comprehension** • How far did you get along? • What skills were students strongest in? • Weakest in? • Why?

Grade & unit #	G2 ELA Unit 4 Fairy Tales and Tall Tales (Traditional Literature)	**Created by**	

UNIT SUMMARY

# of Days	Standard	Objectives Primary = bolded, secondary = not bolded
5	RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	• SWBAT identify the moral in both texts (RL.2.2) • SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9) • SWBAT identify the theme, lesson, or moral, in "The Fisherman and His Wife" (RL.2.2) • SWBAT identify the theme, lesson, or moral, in "The Emperor's New Clothes" (RL.2.2) • SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9) • SWBAT identify the theme, lesson, or moral, in the folk tale (RL.2.2) •
4	RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• SWBAT compare and contrast characteristics of fairy tales in "The Fisherman and His Wife" with the characteristics of fairy tales in "The Emperor's New Clothes" (RL.2.5; RL.2.9) • SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5) • SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5) • SWBAT compare and contrast other characteristics of tall tales in "John Henry" with the characteristics of tall tales in "Pecos Bill" (RL.2.5; RL.2.9) • SWBAT compare and contrast orally the characteristics of tall tales in "Paul Bunyan," "John Henry," and "Casey Jones" (RL.2.5; RL.2.9)
2	RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures	• SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9) • SWBAT compare and contrast characteristics of fairy tales in "The Fisherman and His Wife" with the characteristics of fairy tales in "The Emperor's New Clothes" (RL.2.5; RL.2.9) SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9) • SWBAT compare and contrast other characteristics of tall tales in "John Henry" with the characteristics of tall tales in "Pecos Bill" (RL.2.5; RL.2.9) • SWBAT compare and contrast orally the characteristics of tall tales in "Paul Bunyan," "John Henry," and "Casey Jones" (RL.2.5; RL.2.9)

Guiding Qs	Answers
What is this unit mostly about?	
Which standards will be heavily prioritized?	
Which standards are not as heavily prioritized?	

VISION OF EXCELLENCE (VoE)

Standard Summary

<Copy and paste the following tables for each standard in the unit>

Standard Name:	RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Aligned Objectives	• SWBAT identify the moral in both texts (RL.2.2) • SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9) • SWBAT identify the theme, lesson, or moral, in "The Fisherman and His Wife" (RL.2.2) • SWBAT identify the theme, lesson, or moral, in "The Emperor's New Clothes" (RL.2.2) • SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9) • SWBAT identify the theme, lesson, or moral, in the folk tale (RL.2.2
Aligned Knowledge	• People have always created stories to explain the world around them and to teach lessons about things, traits, and actions

(glossary)	that they value. Certain stories have been passed on for generations, sometimes taking slightly different forms, but always maintaining the original lesson, moral, or theme valued by that group of people. ● Authors of literary texts include details that help readers make sense of stories. ● Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details (e.g., characters, settings, problem/solution) ● Authors add lessons to their stories to help us learn about our own lives ● Folktales = a story originating in popular culture, typically passed on by word of mouth ● fables =a narrative short story, typically with animals as characters, conveying a moral. ● fairy tales = a children's story about magical and imaginary beings and lands ● Central message, moral, lesson= the lesson or message the author wants to teach us about our lives using this story ● central ideas = main ideas that lead to the moral or lesson ● key ideas are important ideas about the main topic of the story ● retell= to tell a story again (using main details from the original text) ● Retell stories, including key details, and demonstrate understanding of their central message or lesson. ● the lesson and moral and theme is the what the author is trying to teach us in the story ● problem is what the character wants or needs but cannot have ● solution is how the problem gets fixed ● sequence is the order in which the story takes place ● summary is a only the most important information in a story; usually STORY elements and theme / moral / lesson • to summarize: • Identify and restate only the key parts and ideas of a text, using STORY elements as a guide • Explain how the theme / moral / lesson of the story was revealed (ex. Through character actions throughout a story, through how the problem was resolved, etc) ● main idea is The central, “big” idea of a given piece of text; what all the details are about ; in a paragraph, usually the first or last paragraphs; in a text, usually related to the title and/or theme; is the lesson the author wants o you learn about the main topic ● What the author is trying to teach us in the story • usually what the main character learns in the story, or what is revealed as the character changes throughout a story • reflects what the author values • usually very generalizable across a variety of texts / many texts share the same general theme ● Determine Theme: • Infer – use text evidence + schema • Think about how the main character changes in the story • Think about how the problem was resolved

	• In stories with clear antagonists and protagonists, think about the contrast between these two characters – the author is usually trying to tell us to act like the protagonist, or to NOT act like the antagonist ● the moral of a story is what the author is trying to teach us in the story ● the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story
Aligned Skills	● Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures ● Determine central message, lesson or moral ● Describe how key details show a central message, lesson or moral ● Recount stories, Identify details of a story (e.g., characters, setting, conflict, plot). ● Recount stories by summarizing key events. ● Explain the key details of a story (e.g., characters, setting, conflict, plot). ● Identify key details to determine the central message, lesson, or moral of a literary text. ● Determine the lesson/message/moral of the story including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
Aligned STEP Bottom lines	STEP 8 – Theme STEP 9 – Cross-book Themes STEP 7 – Character Motive
Aligned NWEA Skills	● Identifies the moral of a fable ● Identifies the moral of a story ● Identifies theme in literary text ● Summarizes literary text ● Determines main idea in literary text ● Determines the topic in literary text ● Identifies a title that reflects main idea in literary text
What's not covered in this standard? **What's not covered in this standard?**	This is the final unit for this standard. Teach to mastery.
Aligned Assessment Stems	Recount the key events in the story. What happens in the story?

	Which of the following statements recounts the plot of the story? How does X...? Why does X...? Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? Where/when/what/who/ does X...? What lesson is this story teaching you? What did X and Y learn at the end of both stories?

Standard Name:	RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Aligned Objectives	• SWBAT compare and contrast characteristics of fairy tales in "The Fisherman and His Wife" with the characteristics of fairy tales in "The Emperor's New Clothes" (RL.2.5; RL.2.9) • SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5) • SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5) • SWBAT compare and contrast other characteristics of tall tales in "John Henry" with the characteristics of tall tales in "Pecos Bill" (RL.2.5; RL.2.9) • SWBAT compare and contrast orally the characteristics of tall tales in "Paul Bunyan," "John Henry," and "Casey Jones" (RL.2.5; RL.2.9
Aligned Knowledge (glossary)	• All texts of a particular genre follow a similar, predictable structure; understanding this common structure helps good readers better understand and enjoy the text. • Characters, like people in real life, have feelings that change in response to events that occur. These feelings are predictable based on what we know about the character's personality, motivation, and from our own personal experience (schema). • Story Structure: beginning, rising action, middle, falling action, end o beginning: where the story starts o middle: where the events that lead to the solution occur o end: when the story is over and the problem has been solved. • sequence: events that happen in the story, happen in order • stories are structured with story elements: setting, character, plot, problem, events, attempts to resolve the solution, solution • stories have a beginning, middle and end • setting is where and when the story takes place • characters are people or animals or objects that are talking in the story • problem is something the character wants or needs but cannot have • attempts to resolve the problem are when they try and try to solve the problem through different events in the story

	• solution is how the problem gets fixed • an inference is when you use evidence from the text plus schema to draw a conclusion • the cause of an event is why something happens • effect is what happens as a result • conflict is the same as problem • resolution is the same as solution • setting can have an impact on characters • Characters' actions can impact the setting • Characters actions can impact the plot
Aligned Skills	• Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the story • Identify the different parts of the story (Beginning, middle, end) • go back to find the middle of the text • locate key information from the question within the text • sequencing events • identify a specific event from the sequence of the story • know that when you are asked to look at a the beginning or end of the text you go to the very beginning or the very end.
Aligned STEP Bottom lines	STEP 6 – STORY Elements III STEP 7 – Character Motive
Aligned NWEA Skills	• Identifies use of repetition in poetry • Identifies use of rhyme in poetry • Understands characteristics of fiction • Classifies literary text as a nursery rhyme • Classifies literary text as a story • Classifies literary text as a tall tale • Classifies literary text as fantasy • Classifies literary text as historical fiction • Classifies literary text as poetry • Identifies make-believe statements in literary text

What's not covered in this standard?	
Aligned Assessment Stems	What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y?

Standard Name:	RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
Aligned Objectives	• SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9) • SWBAT compare and contrast characteristics of fairy tales in "The Fisherman and His Wife" with the characteristics of fairy tales in "The Emperor's New Clothes" (RL.2.5; RL.2.9) SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9) • SWBAT compare and contrast other characteristics of tall tales in "John Henry" with the characteristics of tall tales in "Pecos Bill" (RL.2.5; RL.2.9) • SWBAT compare and contrast orally the characteristics of tall tales in "Paul Bunyan," "John Henry," and "Casey Jones" (RL.2.5; RL.2.9)
Aligned Knowledge (glossary)	• compare is to finding out how things are the same • contrast is to find out how things are different • Author(s): the person or people who wrote the story • Culture: a way of life of a group of people • Setting is where and when the story takes place. • Plot (main events, problem/solution) • Retell is telling the story in your own words, telling all the details of the story elements. • Character/character traits are who the character is on the inside based on their actions, • • The plot is the problem, the attempts to resolve the problem and solution in a story • • The plot is the juicy part of the story • • Plot consists of: o • Exposition ▪ The beginning of the story ▪ Introduction to the characters and setting

        - Gives us background information
    - • Rising Action
        - When the main events in the story take place that build towards the problem/conflict
        - Helps to move the plot along
        - Includes suspense
    - • Climax
        - The exciting part where we find the problem/conflict, and something has to be done to resolve it
        - Conflicts can be internal or external
        - Internal conflict
            - Person vs. self
        - External conflict
            - Person vs. nature
            - Person vs. person
            - The part the reader is waiting for •
    - Falling Action
        - When the problems begin to be wrapped up and solve •
    - Resolution
        - The end of the story, when a decision is made and the problem/conflict is solve
        - When all loose ends are tied up for the reader
        - When we figure out the theme

Central message is:

- What the author is trying to teach us in the story
    - usually what the main character learns in the story, or what is revealed as the character changes throughout a story
    - reflects what the author values
    - usually very generalizable across a variety of texts / many texts share the same general theme
- To determine theme:
- Use "figuring out" strategy (inferring)
- Think about how the main character changes in the story
- Think about how the problem was resolved
- in stories with clear antagonists and protagonists, think about the contrast between these two characters • the author is usually trying to tell us to act like the protagonist, or to NOT act like the antagonist

- the moral of a story is What the author is trying to teach us in the story
- the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story
- the point of view reflects what the author values

Aligned Skills	• Identify and describe the settings of two or more texts • Identify and describe character(s') traits in two or more texts • Retell the plots of two or more texts • Identify the central message/lesson of two or more texts • Infer – use text evidence + schema • Think about how the main character changes in the story • Compare and contrast two or more versions of the same story by different authors or from different cultures • Compare and contrast the plot • Compare and contract the parts of a story.
Aligned STEP Bottom lines	STEP 6 – STORY Elements III
Aligned NWEA Skills	Compares and contrasts ideas presented in two or more literary texts
What's not covered in this standard?	
Aligned Assessment Stems	What is the main idea of both passages? What is the _____ in both stories? What is different about ____ instead of ____? What do both passages say about ___? How was ___ different from ____ in the stories ____ and _____? Which of the following statements identifies the most important details presented in the two texts? In what way is story X similar to/different from story Y? Which of the following statements identifies the similarities/differences between the two stories? How is Text A's detail/description of X similar to/different than Text B's detail/description of X? Why is detail/description X in Text A similar to/different than detail/description X in Text B?

Teacher Pre-Work

Guiding Qs	Answers

Which knowledge/skills from this standard do you already feel comfortable teaching?	
Which knowledge/skills might be new or are you less comfortable teaching?	
What do you notice about alignment between STEP, NWEA, and knowledge and skills for this standard?	
In your own words, what is this standard mostly about?	

Assessment Cover Page

Skill	Aligned Questions/question stems	Misconceptions/Error Analysis	KPs: Knowledge	KPs: Skills
Name micro-skill that is part of larger standard **Comparing and contrasting character motivation** ***(part of larger compare and contrast standard)***	***Some of these will be from unit assessment, others will be from SBAC released Qs.*** **#1 from unit assessment What did character x and character y both do when z happened?** **#4 from unit assessment Why did character x say __ but character y say __?**	***These should be based on error analysis of questions from unit assessment and other anticipated errors.***		

Text: Look! by Marilyn Kratz				
·SWBAT define fable as a type of story that involves talking animals.	**From unit assessment** **1. Is <u>Look!</u> a fairy tale or a fable? Use RACCE to support your answer.**			
RL.2.2 Identify moral	**From the unit assessment** **2. What is the moral of the story?** a. Bears are wise animals. b. Don't run too fast, otherwise other animals will stop you. c. Take time to appreciate the beauty around you. d. It's better to sit than run.			
RL.2.2 Central message/lesson SWBAT respond to open ended questions with RACCE	**From the unit assessment** **3. Use RACCE to support your answer for Question #2.**			

RL.2.5 SWBAT describe illustrations of the sea in "The Fisherman and His Wife"	**From the unit assessment** **4. Why did the author include the picture at the beginning of the passage?** a. To show what the flower looked like b. To show how much bigger a rabbit is than a frog c. To show a meadow d. To show the rabbit rushing past the frog			
RL.2.5 · SWBAT describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in "The Fisherman and His Wife"	**From the unit assessment** **5. How do the animals feel at the end of the story?** a. The animals feel calm and enjoy what is around them b. The animals feel tired from running so quickly c. The animals feel rushed because they have to start running again d. The animals feel bored of looking out into the land			
Text: The Golden Touch				

· SWBAT define fantasy	**From the unit assessment** **6. What is the genre of <u>The Golden Touch</u>?** a. legend b. myth c. tall tale d. fantasy			
RL.2.5 · SWBAT describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in "The Fisherman and His Wife"	**From the unit assessment** **7. How does King Midas feel when Marygold's lips turn to gold? Why?** a. He feels upset because he is the fondest of his daughter, Marygold, than anything else in the world. b. He feels delighted because his wish for more gold came true. c. He feels furious at the stranger for not telling him that Marygold would turn into gold. d. He feels wise that he has made the right decision to turn Marygold into gold.			

RL.2.5 SWBAT describe the characters, plot, and setting	**From the unit assessment** **8. What sentence from the text demonstrates how King Midas's problem is solved?** a. "You are wiser now," said the stranger. b. "So you've made a discovery," observed the stranger. "Which is of more value: the Golden Touch or your own loving daughter?" c. "Take a vase of the water and sprinkle it over any object you desire to change into its former condition." d. "Oh, my child," answered Midas.			
RL.2.2 Theme · **SWBAT identify the theme, lesson, or moral, in "The Fisherman and His Wife" (RL.2.2)**	**From the unit assessment** **9. The theme of <u>The Golden Touch</u> is…** a. It's okay to be greedy, as long as you don't hurt your family. b. Good fathers don't turn their daughters into gold. c. Family is more important than having more things. Kings can be silly.			

RL.2.2 SWBAT respond to open ended questions with RACCE	**From the unit assessment** 10. Use RACCE to support your answer for Question #9.			
SWBAT identify make-believe statements in literary text	**11. Identify a make-believe statement found in either texts.** a. A bedpost turned into gold. b. A spotted green frog jumped—rush, rush, rush—on his way to the pond. c. The rabbit sat down beside the frog and looked. He dipped the pitcher into the water.			
2.9 SWBAT compare and contrast the morals of both texts	**12. How are the themes in <u>Look!</u> and <u>The Golden Touch</u> similar or different to one another? Choose all that apply.** a. Both stories' themes are about appreciating what is in front of you. b. Both stories' themes are about how make-believe characters make great stories. c. The theme in <u>Look</u>! is			

	about not being in a rush to enjoy what you have, while the theme in The Golden Touch is about needing to rush. d. The theme in Look! is remembering not to be so busy so that you can enjoy the little things in life, while the theme in The Golden Touch is not to be so greedy.			

Guiding Qs	Answers
In your own words, what does this standard ask students to do?	
What does this standard look like at its most basic level?	
What does this standard look like at the highest level?	

Teacher Complexity - Assessments

Text Feature	Complexity Notes
Word usage/syntax	

Vocabulary	
Structure	
Length	

UNIT PLANNING

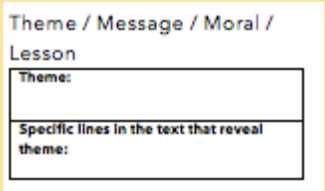
Teacher Pre-Work

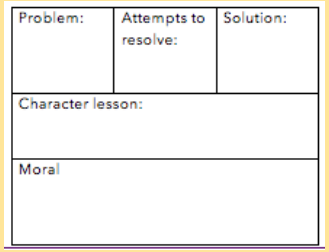
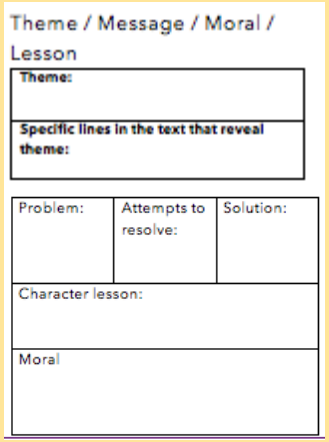
Guiding Qs	Answers
What do you notice about the word usage/syntax of the texts in the unit?	
What do you notice about the vocabulary of the texts in the unit?	
What do you notice about the text structure of the texts in the unit?	

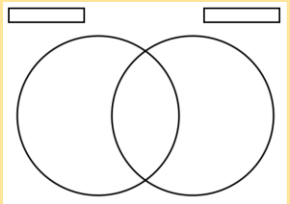
What do you notice about the length of the texts in the unit?	

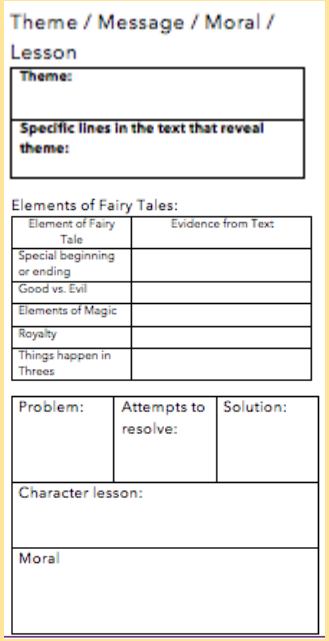
Action Plan from Previous Unit's DAM

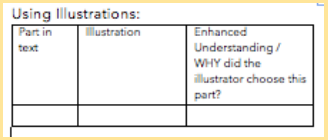
Next Steps	How we'll address it in this unit	Focus students

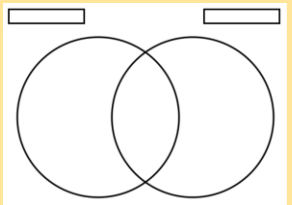
Day	Objective & Text	Aligned Question Stems (from above) + Unit assessment questions covered	Sticky KPs (refer to VoE above)	Chants & Anchor Charts *Options: link or copy chants/anchor charts here, OR print for meeting and tag which ones you'll use for which days*	Intellectual Prep
1	**Text:** The Fox and the Stork The Crow and the Pitcher **More fables for independent text** • SWBAT define fable as a type of	**From the unit assessment** 4. What lesson is the author trying to teach us in the story? **From the unit assessment** 7. How did___ solve his problem? Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the	What: • fables as a type of story that involves talking animals and end with a moral • the moral of a story is what the author is trying to teach us in the story • the lesson or moral can show what the main character		Oral Drill: Example for application of KPs: Think Aloud applying KPs to this day's text:

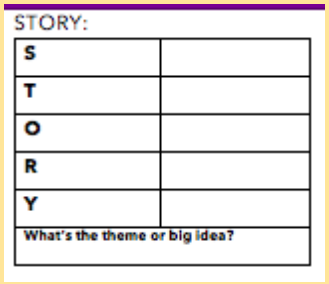
	story that involves talking animals. • SWBAT moral as the lesson of the story • **SWBAT identify the moral in both texts (RL.2.2)** • SWBAT compare and contrast the morals of both texts SWBAT respond to open ended questions with RACCE	story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories?	learns in the story, or what is revealed as the character changes throughout a story How: • you can find the moral by thinking through what the character learns as they attempt to resolve the problem • determine the character lesson • relate/apply the character lesson to real life Why: • we find the moral of a story to see what the author wanted us to learn • this helps us learn from the characters in our books		
2	**Text:** The Fox and the Crow The Lion and the Mouse • SWBAT define fable as a type of story that involves talking animals. • SWBAT moral as the lesson of the story	**From the unit assessment** 4. What lesson is the author trying to teach us in the story? **From the unit assessment** 7. How did___ solve his problem? **From the unit assessment** 10. What happens at the ___ of both stories? **From the unit assessment** 9 How were X from Y and W from Z similar?	What: • fables as a type of story that involves talking animals and end with a moral • compare is to finding out how things are the same • contrast is to find out how things are different • the moral of a story is what the author is		Oral Drill: Example for application of KPs: Think Aloud applying KPs to this day's text:

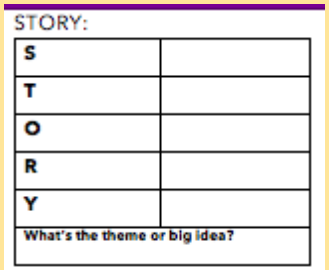
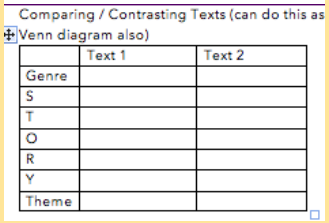
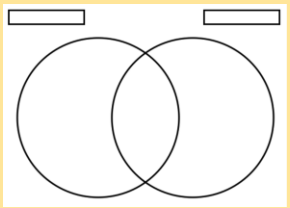
	• SWBAT identify the moral in both texts • **SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9)** SWBAT respond to open ended questions with RACCE	Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories? What is the morale of both passages? What is the _____ in both stories? What is different about ____ instead of ____? What do both passages say about ___? How was ___ different from ____ in the stories ____ and _____? Which of the following statements identifies the most important details presented in the two texts? In what way is story X similar to/different from story Y? Which of the following statements identifies the similarities/differences between the two stories? How is Text A's detail/description of X similar to/different than Text B's detail/description of X? Why is detail/description X in Text A similar to/different than detail/description X in Text B?	trying to teach us in the story • the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story How: • read two texts to find the moral • you can find the moral by thinking through what the character learns as they attempt to resolve the problem • determine the character lesson • relate/apply the character lesson to real life • determine if the moral of two stories is the same or different by identifying it similarities and differences • Why: • We do this to see if different stories can teach us the same or different things about the read world	 Comparing / Contrasting Texts (can do this as a Venn diagram also) Text 1 | Text 2 Genre S T O R Y Theme	

3	**Text:** The Fisherman and His Wife (Engage NY, Domain 1) Lesson Plan on Box • SWBAT fairy tales and fairy tale elements • SWBAT describe the characters, plot, and setting • **SWBAT identify the theme, lesson, or moral, in "The Fisherman and His Wife" (RL.2.2)** • SWBAT describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in "The Fisherman and His Wife" • SWBAT describe illustrations of the sea in "The Fisherman and His Wife" SWBAT respond to open ended questions with RACCE	**From the unit assessment** 4. What lesson is the author trying to teach us in the story? **From the unit assessment** 7. How did___ solve his problem? **From the unit assessment** 4. What lesson is the author trying to teach us in the story? Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories? What did X and Y learn at the end Fairof both stories?	What: • Fairy tales are fairy tales = a children's story about magical and imaginary beings and lands • Fairy tales have the same story elements as a narrative fiction story • the theme of a story is what the author is trying to teach us in the story • sometimes more than one theme can occur in a story • theme can show what the main character learns in the story, or what is revealed as the character changes throughout a story How: • you can find the theme by thinking through what the character learns as they attempt to resolve the problem • determine the character lesson • relate/apply the character lesson to real life Why: • we find the theme of a story to see what	 Theme / Message / Moral / Lesson **Theme:** **Specific lines in the text that reveal theme:** Elements of Fairy Tales: Element of Fairy Tale / Evidence from Text Special beginning or ending Good vs. Evil Elements of Magic Royalty Things happen in Threes Problem: / Attempts to resolve: / Solution: Character lesson: Moral	Oral Drill: Example for application of KPs: Think Aloud applying KPs to this day's text:

			the author wanted us to learn ● this helps us learn from the characters in our books		
4	**Text:** The Emperor's New Clothes (Engage NY, Domain 1) Lesson Plan on Box ● **SWBAT identify the theme, lesson, or moral, in "The Emperor's New Clothes" (RL.2.2)** ● SWBAT describe how the people feel upon seeing the Emperor in his underwear in "The Emperor's New Clothes" ● SWBAT describe the illustration of the spinners, weavers, and tailors in "The Emperor's New Clothes" SWBAT respond to open ended questions with RACCE	**From the unit assessment** 8. The theme of ___ is **From the unit assessment** 7. How did___ solve his problem? Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories?	What: ● Characters feel a certain way as a reaction to an event or action of another character. ● the theme of a story is what the author is trying to teach us in the story ● sometimes more than one theme can occur in a story ● theme can show what the main character learns in the story, or what is revealed as the character changes throughout a story ● How: ● you can find the theme by thinking through what the character learns as they attempt to resolve the problem ● determine the character lesson ● relate/apply the character lesson to real life		

			Why: ● we find the theme of a story to see what the author wanted us to learn ● this helps us learn from the characters in our books ● illustrations help us create a more accurate image in our minds, building our schema		
5	**Text:** ● **SWBAT compare and contrast characteristics of fairy tales in "The Fisherman and His Wife" with the characteristics of fairy tales in "The Emperor's New Clothes" (RL.2.5; RL.2.9)** ● SWBAT describe how the beast feels when the merchant takes his rose in "Beauty and the Beast, Part I" ● SWBAT describe an illustration of the beast in "Beauty and the	**From unit assessment** 1. What does the ___ paragraph of the passage tell the reader? **From the unit assessment** 10. What happens at the ___ of both stories? **From the unit assessment** 9 How were X from Y and W from Z similar? **From the unit assessment** 5. What does the ___ paragraph tell the reader? **From the unit assessment** 6. Why did the author include the ___ paragraph of the passage? Select all that apply. **From the unit assessment** 2. Why did the author include the picture at the _____ of the passage? **From unit assessment**	What: ● fables as a type of story that involves talking animals and end with a moral ● compare is to finding out how things are the same ● contrast is to find out how things are different ● the moral of a story is what the author is trying to teach us in the story ● the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story	 Using Illustrations: Part in text / Illustration / Enhanced Understanding / WHY did the illustrator choose this part?  Elements of Fairy Tales: Element of Fairy Tale / Evidence from Text Special beginning or ending Good vs. Evil Elements of Magic Royalty Things happen in Threes	

	Beast, Part I” SWBAT respond to open ended questions with RACCE	**1.** What does the ___ paragraph of the passage tell the reader? What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y? What is the _____ in both stories? What is different about ____ instead of ____? How was ___ different from ____ in the stories ____ and _____? In what way is story X similar to/different from story Y? Which of the following statements identifies the similarities/differences between the two stories? How is Text A's detail/description of X similar to/different than Text B's detail/description of X? Why is detail/description X in Text A similar to/different than detail/description X in Text B?	How: ● read two texts to find the moral ● you can find the moral by thinking through what the character learns as they attempt to resolve the problem ● determine the character lesson ● relate/apply the character lesson to real life ● determine if the moral of two stories is the same or different by identifying it similarities and differences ● Why: We do this to see if different stories can teach us the same or different things about the read world We can learn about diverse cultures by looking at their stories that are passed down through centuries		

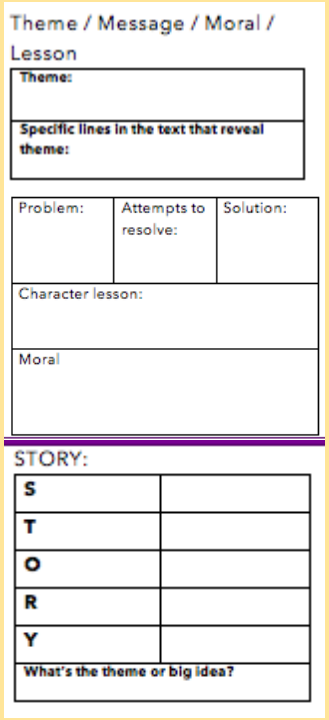
6	**Text:** Two Cinderella versions Other Cinderella versions found here • SWBAT define fantasy • **SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9)** • SWBAT compare and contrast the two different Cinderella versions SWBAT respond to open ended questions with RACCE	Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories? What is the _____ in both stories? What is different about ____ instead of ____? How was ___ different from ____ in the stories ____ and _____? In what way is story X similar to/different from story Y? Which of the following statements identifies the similarities/differences between the two stories? How is Text A's detail/description of X similar to/different than Text B's detail/description of X? Why is detail/description X in Text A similar to/different than detail/description X in Text B?	What: • compare is to finding out how things are the same • contrast is to find out how things are different • the moral of a story is what the author is trying to teach us in the story • the lesson or moral c • an show what the main character learns in the story, or what is revealed as the character changes throughout a story How: • read two texts to find the moral • you can find the moral by thinking through what the character learns as they attempt to resolve the problem • determine the character lesson • relate/apply the character lesson to real life • determine if the moral of two stories is the same or different by identifying it	  	

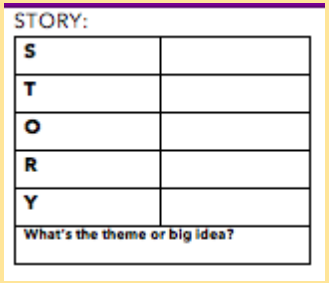
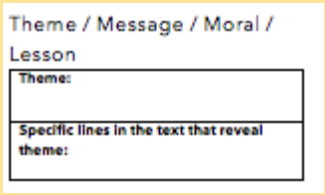
			similarities and differences • Why: We do this to see if different stories can teach us the same or different things about the read world We can learn about diverse cultures by looking at their stories that are passed down through centuries		
7	**Text:** Paul Bunyan (Engage NY, Domain 1) Lesson Plan on Box • **SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5)** • SWBAT identify make-believe statements in literary text SWBAT respond to open ended questions with RACCE	**From unit assessment** **2.** What does the ___ paragraph of the passage tell the reader? **From the unit assessment** **2.** Why did the author include the picture at the _____ of the passage? **From the unit assessment** 5. What does the ___ paragraph tell the reader? **From the unit assessment** 6. Why did the author include the ___ paragraph of the passage? Select all that apply. What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader?	What: • A tall tale is a story with elements that can happen in real life. • Tall tales are often make-believe; not real • Tall tales have the elements of a narrative text How: • When you read a narrative text you can ask yourself "could this really happen in real life Why: • Tall tales allow us to use our imagination and visualize a life much different from our own.		

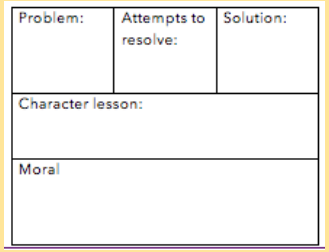
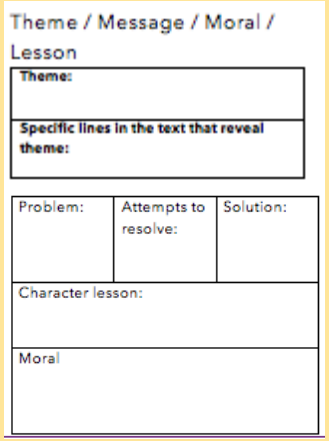
		Describe the parts of a story (beginning and end)? Why does X want to Y?			
8	**Text:** Pecos Bill (Engage NY, Domain 1) Lesson Plan on Box ● **SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5)** ● SWBAT identify make-believe statements in literary text ● SWBAT compare and contrast other characteristics of tall tales in "Paul Bunyan" with the characteristics of tall tales in "Pecos Bill" SWBAT respond to open ended questions with RACCE	**From unit assessment** **3.** What does the ___ paragraph of the passage tell the reader? **From the unit assessment** **3.** Why did the author include the picture at the _____ of the passage? **From the unit assessment** 5. What does the ___ paragraph tell the reader? **From the unit assessment** 6. Why did the author include the ___ paragraph of the passage? Select all that apply. What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y?	What: ● A tall tale is a story with elements that can happen in real life. ● Tall tales are often make-believe; not real ● Tall tales have the elements of a narrative text ● compare is to finding out how things are the same ● contrast is to find out how things are different How: ● When you read a narrative text you can ask yourself "could this really happen in real life" ● Determine if the elements of the two texts are the same or different and how Why: Tall tales allow us to use our imagination and visualize a life much different from our own		

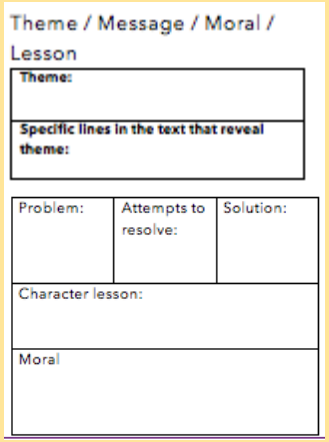
9	**Text:** John Henry (Engage NY, Domain 1) Lesson Plan on Box ● SWBAT define tall tales as stories with things that could not happen in real life ● SWBAT identify make-believe statements in literary text ● **SWBAT compare and contrast other characteristics of tall tales in "John Henry" with the characteristics of tall tales in "Pecos Bill" (RL.2.5; RL.2.9)** SWBAT respond to open ended questions with RACCE	**From unit assessment** **4.** What does the ___ paragraph of the passage tell the reader? **From the unit assessment** **4.** Why did the author include the picture at the _____ of the passage? **From the unit assessment** 5. What does the ___ paragraph tell the reader? **From the unit assessment** 6. Why did the author include the ___ paragraph of the passage? Select all that apply. What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y? w hat is the _____ in both stories? What is different about ____ instead of ____? How was ___ different from ____ in the stories ____ and _____? In what way is story X similar to/different from story Y? Which of the following statements	What: ● A tall tale is a story with elements that can happen in real life. ● Tall tales are often make-believe; not real ● Tall tales have the elements of a narrative text ● compare is to finding out how things are the same ● contrast is to find out how things are different How: ● When you read a narrative text you can ask yourself "could this really happen in real life" ● Determine if the elements of the two texts are the same or different and how Why: Tall tales allow us to use our imagination and visualize a life much different from our own		

		identifies the similarities/differences between the two stories? How is Text A's detail/description of X similar to/different than Text B's detail/description of X? Why is detail/description X in Text A similar to/different than detail/description X in Text B?			
10	**Text:** Casey Jones (Engage NY, Domain 1) Lesson Plan on Box ● SWBAT define tall tales as stories with things that could not happen in real life ● SWBAT identify make-believe statements in literary text ● Describe how the words from the "Ballad of Casey Jones" tell the story about Casey Jones ● **SWBAT compare and contrast orally the characteristics of tall tales in "Paul Bunyan," "John Henry," and "Casey Jones" (RL.2.5; RL.2.9)**	**From unit assessment** **5.** What does the ___ paragraph of the passage tell the reader? **From the unit assessment** **5.** Why did the author include the picture at the _____ of the passage? **From the unit assessment** 5. What does the ___ paragraph tell the reader? **From the unit assessment** 6. Why did the author include the ___ paragraph of the passage? Select all that apply. What is the _____ in both stories? What is different about ____ instead of ____? How was ___ different from ____ in the stories ____ and _____? In what way is story X similar to/different from story Y? Which of the following statements identifies the similarities/differences between the two stories? How is Text A's detail/description of X similar to/different than Text B's detail/description of X? Why is detail/description X in Text A	What: ● A tall tale is a story with elements that can happen in real life. ● Tall tales are often make-believe; not real ● Tall tales have the elements of a narrative text ● compare is to finding out how things are the same ● contrast is to find out how things are different How: ● When you read a narrative text you can ask yourself "could this really happen in real life" ● Determine if the elements of the two texts are the same or different and how Why: Tall tales allow us to use our	Comparing / Contrasting Texts (can do this as Venn diagram also) Text 1 | Text 2 Genre S T O R Y Theme	

	SWBAT respond to open ended questions with RACCE	similar to/different than detail/description X in Text B? What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y?	imagination and visualize a life much different from our own		
11	**Text:** Seven Chinese Sisters by Kathy Tucker • SWBAT define folk tales • **SWBAT identify the theme, lesson, or moral, in the folk tale (RL.2.2)** SWBAT respond to open ended questions with RACCE	**From the unit assessment** 3. What were the X Y? **From the unit assessment** 4. What lesson is the author trying to teach us in the story? **From the unit assessment** 7. How did___ solve his problem? **From the unit assessment** 8. The theme of ___ is Which character is telling the story? Who is telling the story? What is X's point of view about Y? How does character X speak differently from character Y? Which character is telling the story? Who is telling the story? What is X's point of view about Y? How does character X speak	What: • Folktales are stories originating in popular culture, typically passed on by word of mouth. the moral of a story is what the author is trying to teach us in the story • the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story How: • you can find the moral by thinking		

		differently from character Y?	through what the character learns as they attempt to resolve the problem ● determine the character lesson ● relate/apply the character lesson to real life Why: ● we find the moral of a story to see what the author wanted us to learn this helps us learn from the characters in our books		
12	**Text:** Why Snails Have Shells: Minority and Han Folktales from China by Carolyn Han ● SWBAT define folk tales ● **SWBAT identify the theme, lesson, or moral, in the folk tale (RL.2.2)** SWBAT respond to open ended questions with RACCE	**From the unit assessment** 3. What were the X Y? **From the unit assessment** 4. What lesson is the author trying to teach us in the story? **From the unit assessment** 7. How did___ solve his problem? **From the unit assessment** 8. The theme of ___ is Which character is telling the story? Who is telling the story? What is X's point of view about Y? How does character X speak ifferently from character Y? Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the	What: ● Folktales are stories originating in popular culture, typically passed on by word of mouth. the moral of a story is what the author is trying to teach us in the story ● the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story How: ● you can find the moral by thinking	 	

		story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories?	through what the character learns as they attempt to resolve the problem • determine the character lesson • relate/apply the character lesson to real life Why: • we find the moral of a story to see what the author wanted us to learn this helps us learn from the characters in our books		
13	**Text:** The Legend of the Bluebonnet by Tommie dePaola • SWBAT define legends • **SWBAT identify the theme, lesson, or moral, in the legend (RL.2.2)** SWBAT respond to open ended questions with RACCE	Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories?	What: • Folktales are stories originating in popular culture, typically passed on by word of mouth. the moral of a story is what the author is trying to teach us in the story • the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story How: • you can find the moral by thinking through what the		

			character learns as they attempt to resolve the problem ● determine the character lesson ● relate/apply the character lesson to real life Why: ● we find the moral of a story to see what the author wanted us to learn this helps us learn from the characters in our books		
14	**Text:** The Legend of the Indian Paintbrush by Tommie dePaola ● SWBAT define legends ● **SWBAT identify the theme, lesson, or moral, in the legend (RL.2.2)** SWBAT respond to open ended questions with RACCE	Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories?	What: ● Folktales are stories originating in popular culture, typically passed on by word of mouth. the moral of a story is what the author is trying to teach us in the story ● the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story How: ● you can find the moral by thinking through what the character learns as		

			they attempt to resolve the problem ● determine the character lesson ● relate/apply the character lesson to real life Why: ● we find the moral of a story to see what the author wanted us to learn this helps us learn from the characters in our books		
15	Unit assessment				Unit celebration

Unit Processing:
Does your unit cover all the content from your unit assessment? Does it cover all the content from your VoE? **Did you make changes to the unit from it's original composition? Why?**

Rocketship Education – 3rd Grade Math Scope & Sequence Map – 2015-2016

Third grade mathematics is about…
1) developing understanding of multiplication and division and strategies for multiplication and division within 100 2) developing understanding of fractions, especially unit fractions (fractions with numerator 1) 3) developing understanding of the structure of rectangular arrays and of area 4) describing and analyzing two-dimensional shapes

Required Fluencies by the End of Third Grade
3.OA.7 - Single-digit products and quotients (products from memory by end of Grade 3) 3.NBT.2: Add and subtract within 1,000

Summary of Units in Grade 3
Unit 1: Place Value with Addition and Subtraction - 5 weeks
In Unit 1, students will increase their sophistication with computation strategies for addition and subtraction that will be finalized by the end of the year. This unit introduces the concept of rounding, which provides students with another strategy to judge the reasonableness of their answers in addition and subtraction situations.
Unit 2: Exploring Multiplication and Division - 4 weeks
Unit 2 builds upon the multiplication foundation started in Grade 2. First students concentrate on the meaning of multiplication and division and begin developing fluency for learning products. Students begin developing these concepts by working with numbers with which they are more familiar such as 2's, 5's and 10's in addition to numbers that are easily skip counted, such as 3's and 4's. Since multiplication is a critical area for Grade 3, students will build on these concepts throughout this year working towards fluency by the end of the year.
Unit 3: Multiplication and Area of Plane Figures - 4 weeks
By Unit 3, students are ready to investigate area and the formula for the area of a rectangle. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas. The students reason with shapes and their attributes, including area.
Unit 4: Developing Multiplication and Division Strategies - 8 weeks
The focus of Unit 4 is the connection between multiplication and division. Students learn the remaining multiplication and division facts as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems.
Unit 5: Understanding Fractions as Numbers - 3 weeks
In Unit 5, the goal is for students to transition from thinking of fractions as area or parts of a figure to points on a number line. Students learn to understand that every fraction is a combination of unit fractions. Students develop a conceptual understanding of equivalent fractions using a multiple of visual models. They build on their work with fractions to reason about fraction size and structure to compare quantities. Students defend their reasoning and critique the reasoning of others using both visual models and their understanding of the structure of fractions.
Unit 6: Measurement: Time, Metric Weight and Capacity - 2 weeks
In Unit 6, students focus on measurement of time, metric weight and capacity.
Unit 7: Geometry and Measurement - 2 weeks
In Unit 7, the students reason with shapes and their attributes, including perimeter and area. The standards in this unit strongly support one another because perimeter, like area, is an attribute of a shape.
Unit 8: Collecting and Displaying Data - 2 weeks
In Unit 8, students build on concepts about data, graphing, and line plots. They focus on generating and analyzing categorical and measurement data. By the end of the unit, students are working with a mixture of scaled picture graphs, bar graphs, and line plots to problem solve using both categorical and measurement data.

Unit 1: Place Value with Addition and Subtraction – 5 Weeks	
3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Focus on addition and subtraction. Multiplication and division will be taught in Unit 4.*

RIT Band Skills

> Solves multi-step addition and subtraction word problems, whole numbers within 100 (RIT 171-210)
> Estimates solutions to multi-step word problems involving the four operations with whole numbers (RIT 171-230)
> Represents multi-step word problems with expressions or equations, whole numbers (RIT 181-230)
> Solves multi-step word problems involving the four operations with whole numbers (RIT 181-230)
> Estimate solutions to one-step word problems involving the four operations with whole numbers (RIT 191-220)

3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.

RIT Band Skills

> Rounds whole numbers within 100 (RIT 171 - 210)
> Rounds whole numbers within 1,000 (RIT 181-210)

3.NBT.2	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

RIT Band Skills

> Subtracts whole numbers within 1,000, no regrouping (171 - 190)
> Subtracts whole numbers within 1,000, with regrouping (RIT 181-200)
> Understands the inverse relationship between addition & subtraction (RIT 171-230)
> Adds three or more whole numbers with sums greater than 100 (RIT 181-220)
> Composes or decomposes whole numbers to create equivalent expressions (RIT 171-200)
> Adds whole numbers with sums within 1,000, no regrouping (RIT 171-180)
> Adds whole numbers with sums within 1,000, with regrouping (RIT 1710-190)

Unit 2: Exploring Multiplication and Division – 4 Weeks	
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.

RIT Band Skills

> Represents multiplication using models (RIT 171-190)
> Represents multiplication as repeated addition (RIT 181-210)
> Understands multiplication as many groups of equal size (RIT 191-220)

3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

RIT Band Skills

> Understands division as equal sharing (RIT 201-230)

3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations "*8 x ? = 48*", *"5 = ? ÷ 3"*, *"6 x 6 = ?"*.

RIT Band Skills

> Determines unknown factors in multiplication equations with whole numbers and products within 100 (RIT 171-210)
> Determines unknown divisors in division equations with whole numbers and dividends within 100 (RIT 191-210)
> Determines unknown factors in multiplication equations with whole numbers & products greater than 100 (RIT 201-220)

3.OA.6	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

RIT Band Skills

> Represents division equations with whole numbers as part-unknown multiplication equations (RIT 181-210)
> Understands the inverse relationship between multiplication and division (RIT 191-210)

Unit 3: Multiplication and Plane Figures – 4 Weeks	
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. a) A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b) A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
RIT Band Skills > Estimates areas of figures using square units (RIT 191-210) > Understands the concept of area (RIT 201-220)	

3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
RIT Band Skills > Determines areas of figures composed of whole unit squares (RIT 171-200) > Determines areas of figures composed on whole and partial unit square (RIT 201-220)	

3.MD.7	Relate area to the operations of multiplication and addition. a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b) Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d) Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
RIT Band Skills > Determines areas of rectangles with whole number sides, given the formula (RIT 191-220) > Solves real-world and mathematical problems involving areas of rectangle (RIT 201-230) > Determines areas of rectangles with whole-number sides (RIT 201-230)	

Unit 4: Developing Multiplication and Division Strategies – 8 Weeks	
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

RIT Band Skills

> Represents one-step equal-groups multiplication and division word problems with models, whole numbers (RIT 171-190)
> Solves one-step equal-groups division word problems, whole numbers within 100 (RIT 171-220)
> Solves one-step equal-groups multiplication word problems, whole numbers with products within 100 (RIT 171-200)
> Represents one-step equal-groups multiplication word problems as expressions or equations, whole numbers (RIT 181-220)
> Represents one-step equal-groups division word problems as expressions or equations, whole numbers (RIT 200-210)

3.OA.5	Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)

RIT Band Skills

> Applies the commutative property of multiplication to whole numbers (RIT 171-180)
> Applies the associative property of multiplication to whole numbers (RIT 191-210)
> Applies the distributive property of multiplication to whole numbers (RIT 201-230)

3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

RIT Band Skills

> Multiplies basic facts (RIT 171-200)
> Divides basic fats (RIT 181-210)

3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

RIT Band Skills

> Solves multi-step addition and subtraction word problems, whole numbers within 100 (RIT 171-210)
> Estimates solutions to multi-step word problems involving the four operations with whole numbers (RIT 171-230)
> Represents multi-step word problems with expressions or equations, whole numbers (RIT 181-230)
> Solves multi-step word problems involving the four operations with whole numbers (RIT 181-230)
> Estimate solutions to one-step word problems involving the four operations with whole numbers (RIT 191-220)

3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

RIT Band Skills

> Recognizes skip-counting patterns in 100s chart (RIT 191-220)

3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

RIT Band Skills

> Multiplies multiples of 10 by one-digit whole numbers (RIT 171-190)

Unit 5: Understanding Fractions as Numbers – 3 Weeks	
3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

RIT Band Skills

> Models non-unit fractions using area models (RIT 171-210)
> Models unit fractions using area models (RIT 171-200)

3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a) Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b) Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

RIT Band Skills

> Locates unit fractions on a number line (RIT 191-220)
> Locates non-unit fractions on a number line (RIT 211-230)

3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b) Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

RIT Band Skills

> Orders fraction models with unlike numerators and/or denominators (RIT 171-180)
> Identifies equivalent fraction models (RIT 171-220)
> Identifies fractions equivalent to whole numbers using area or set models (RIT 171-190)
> Identifies fractions equivalent to whole numbers (RIT 201-230)
> Compares fraction models with like numerators or denominators using words (RIT 181-230)
> Compares fraction models with like numerators or denominators using symbols (RIT 201-230)
> Compares unit fractions using words (RIT 191-210)
> Compares fractions with like numerators or denominators using symbols (RIT 211-230)
> Writes equivalent fractions (RIT 191-230)
> Writes equivalent fractions for given area or set models (RIT 191-230)
> Writes fractions in simplest form (RIT 201-230)

3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

RIT Band Skills

> Identifies shapes that are divided into equal parts (RIT 171-190)
> Identifies shapes that are divided into halves (RIT 171-180)
> Identifies shapes that are divided into quarters (RIT 191-210)

Unit 6: Measurement: Time, Metric Weight and Capacity – 2 Weeks	
3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

RIT Band Skills

> Reads analog clocks to the nearest minute (RIT 171-210)
> Solves elapsed-time word problems across either minutes or hours (RIT 171-230)
> Solves elapsed-time word problems across both minutes and hours (RIT 191-230)
> Understands time interval concepts: quarter to, half past, etc. (RIT 171-210)
> Determine elapsed time across either minutes or hours using clocks (RIT 181-210)
> Determines elapsed time across both minutes and hours using clocks (RIT 191-220)

3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. [Excludes multiplicative comparison problems (problems involving notions of “times as much”)]

RIT Band Skills

> Measures the mass of objects in metric units (RIT 181-190)
> Measure the capacity of objects in metric units (RIT 211-210)
> Solves one-step capacity word problems involving whole number multiplication or division (RIT 181-220)
> Solves one-step weight/mass word problems involving whole number mulitplication and division (RIT 191-200)
> Solves one-step weight/mass word problems involving whole number addition and subtraction (RIT 201-210)
> Estimates the mass of objects in metric units (RIT 201-220)

Unit 7: Geometry and Measurement – 2 Weeks	
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

RIT Band Skills

> Determines perimeters of basic polygons with all sides labeled (RIT 171-200)
> Determines perimeters of basic polygons in which not all sides are labeled (RIT 191-230)
> Determines side lengths given the perimeter of rectangles (RIT 201-230)
> Solves real-world and mathematical problems involving perimeters of rectangles (RIT 191-230)
> Counts to find the perimeters of complex figures (RIT 211-220)
> Determines perimeters of complex figures in which not all sides are labeled (RIT 220-230)

3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

RIT Band Skills

> Understand the relationships among categories of shapes (RIT 201-230)

Unit 8: Collecting and Displaying Data – 2 Weeks	
3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

RIT Band Skills

> Reads bar graphs with multi-unit scales to determine how many in a category (RIT 171-200)
> Reads pictographs with multi-unit scales to determine how many in a category (RIT 181-210)
> Represents data in bar graphs with multi-unit scales (RIT 171-210)
> Represents data in pictographs with multi-unit scales (RIT 191-210)
> Represents data in picture graphs with multi-unit scales (RIT 191-210)
> Compares categories in bar graphs with multi-unit scales (RIT 171-200)
> Compares categories in pictographs with multi-unit scales (RIT 171-180)
> Adds and subtracts to answer questions about bar graphs with multi-unit scales (RIT 181-220)
> Adds and subtracts to answer questions about pictographs with multi-unit scales (RIT 191-220)

3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

RIT Band Skills

> Represents data in line or dot plots (RIT 191-220)

Numeracy Planning Guide for Grade 4 (4.NF.7)

Grade 4 – Number & Operations - Fractions – Standard 7

DOMAIN: Numbers and Operations – Fractions (NF)

Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

CLUSTER: Understand decimal notation for fractions, and compare decimal fractions.

CCSS.MATH.CONTENT.4.NF.C.7
Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using the number line or another visual model.

4.NF.7 lessons can be found in:

- Unit 6: Decimals

Manipulatives/ Tools

- Base ten blocks
- Cuisenaire Rods, Snap Cubes
- Fraction bars or circles
- Construction Paper Strips
- Money (dimes, pennies)
- Hundreds chart and grid
- Number lines

Math Practices Emphasized

MP.2. Reason abstractly and quantitatively.
MP.4. Model with mathematics.
MP.5. Use appropriate tools strategically.
MP.7. Look for and make use of structure.

Vocabulary

- ✓ Equivalent
- ✓ Numerator, denominator
- ✓ Decimal
- ✓ Decimal point
- ✓ Tenth, hundredth
- ✓ Greater than, less than, equal to
- ✓ >, <. =

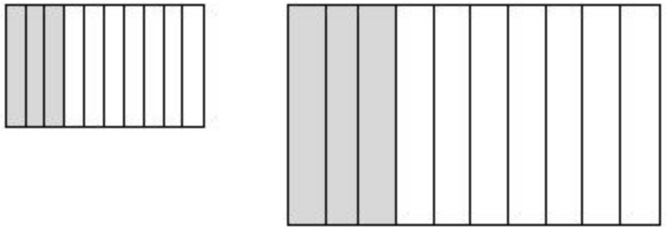
Rocketship Education
Published for the 2014-15 School Year

Essential Questions to develop 4.NF.7

- How does your knowledge of fractions and/or place value help you compare decimals? Use the comparison of .6 and .36 in your response.
- Write four decimals that are in between .3 and .67?
- What decimal could be less than .7 but have a 9 in it?
- How can you arrange the digits 5,3,0 to create the smallest/largest decimal possible? How can you arrange these digits to create a decimal between .5 and .9?
- Eddie has a collection of dimes and pennies and Jennifer has 64 pennies. Eddie is arguing that he has more money even though he less coins. What coins could Eddie have that would make Eddie correct? What coins could he have that would make Eddie incorrect?
- How do you know that $0.04 < 0.40$?
- When could .6 be smaller than .3? (e.g. .6 of a meter vs. .3 of a kilometer)
- What digits could be placed in the blank to make the number sentence true? $0.43 > 0.\_\_9$

Curriculum Notes for 4.NF.7

Students build area and other models to compare decimals. Through these experiences and their work with fraction models, they build the understanding that comparisons between decimals or fractions are only valid when the whole is the same for both cases. Each of the models below shows 3/10 but the whole on the right is much bigger than the whole on the left. They are both 3/10 but the model on the right is a much larger quantity than the model on the left.



When the wholes are the same, the decimals or fractions can be compared.

Example:
Draw a model to show that 0.3 < 0.5.
(Students would sketch two models of approximately the same size to show the area that represents three-tenths is smaller than the area that represents five-tenths.)

When comparing decimals, students should use models (such as hundredths grids) and number lines. When locating decimals on a number line the smaller numbers are farther to the left and the greater number is farther to the right. Often students are able to better understand comparing decimals if the problem is in context such as comparing scores or records of athletes. Students need to understand that some decimals are equivalent. Sharing examples with models to show that .4 = .40 will help students see the equivalency. Decimal numbers are rational numbers and so we can use them to indicate quantities that are less than one or between any two whole numbers. In between any two decimal numbers there is always another decimal number.

Numeracy Planning Guide for Grade 4 (4.NF.7)

Performance Tasks for 4.NF.7

Illustrative Mathematics:

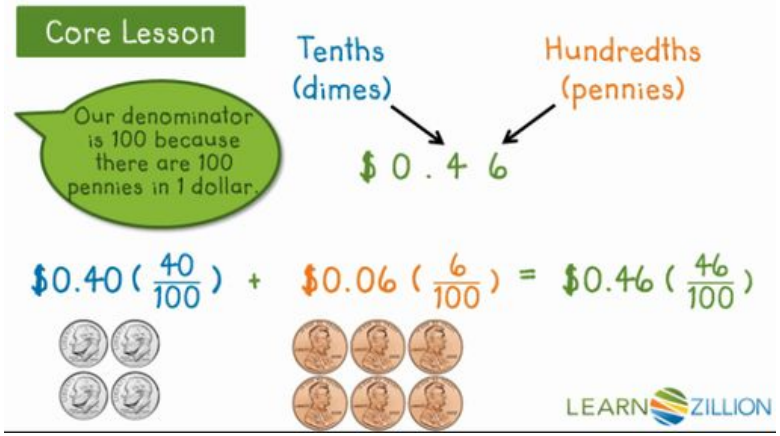
Using Place Value
https://www.illustrativemathematics.org/illustrations/182

Univeristy of North Carolina:

Everyday, Ordinary Olympics
http://www.learnnc.org/lp/pages/4013
Students will use a stopwatch to time themselves performing in various events, record data, and then compare and order decimals to determine bronze, silver and gold medal winners.

Trash Can Basketball (pg 68)

Additional Instructional Resources for 4.NF.7



Learnzillion Video Resource:
Compare two decimals to hundredths

https://learnzillion.com/lessonsets/672-compare-two-decimals-to-hundredths

STEM Connection Resources for 4.NF.7

Online Activities:

- **Virtual Manipulatives**
  http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html
- **Ordering Decimals to the Hundredths**
  http://mrnussbaum.com/decorder1/
- **Decention** - create teams of 3 - one fraction, one decimal, and one percent.
  http://www.mathplayground.com/Decention/Decention.html
- **Testing Room - Decimals**
  http://www.bbc.co.uk/bitesize/ks2/maths/number/decimals/play/popup.shtml
- **Equivalent Fractions -** Create equivalent fractions by dividing and shading squares or circles, and match each fraction to its location on the number line.
  http://illuminations.nctm.org/Activity.aspx?id=3510

Rocketship Math Lesson Plan Skeleton

Date	Class	Grade Level & Unit

Common Core State Standard

Daily Sub-Objective (Piece of CCSS) – (if applicable)

Daily Knowledge, Skills and/or Understandings

Essential Question(s) for the Day

Anticipated Misunderstandings

Differentiation Notes

Materials Needed

**Reference Math Planning Modules for Essential Questions & Misunderstandings*

Created for 2015-16 School Year

Rocketship Math Lesson Plan Skeleton

Activator	Key Points and/or Prompting Questions	Pacing Notes

Activity	Key Points and/or Prompting Questions	Pacing Notes

Processing	Key Points and/or Prompting Questions	Pacing Notes

Assessment	Pacing Notes

Application	Key Points and/or Prompting Questions	Pacing Notes

INTRODUCTION TO SINGAPORE MATH

Welcome to Singapore Math! The math curriculum in Singapore has been recognized worldwide for its excellence in producing students highly skilled in mathematics. Students in Singapore have ranked at the top in the world in mathematics on the *Trends in International Mathematics and Science Study* (TIMSS) in 1993, 1995, 2003, and 2008. Because of this, Singapore Math has gained in interest and popularity in the United States.

Singapore Math curriculum aims to help students develop the necessary math concepts and process skills for everyday life and to provide students with the ability to formulate, apply, and solve problems. Mathematics in the Singapore Primary (Elementary) Curriculum cover fewer topics but in greater depth. Key math concepts are introduced and built-on to reinforce various mathematical ideas and thinking. Students in Singapore are typically one grade level ahead of students in the United States.

The following pages provide examples of the various math problem types and skill sets taught in Singapore.

At an elementary level, some simple mathematical skills can help students understand mathematical principles. These skills are the counting-on, counting-back, and crossing-out methods. Note that these methods are most useful when the numbers are small.

1. The Counting-On Method

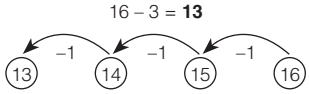
Used for addition of two numbers. Count on in 1s with the help of a picture or number line.

7 + 4 = **11**

2. The Counting-Back Method

Used for subtraction of two numbers. Count back in 1s with the help of a picture or number line.

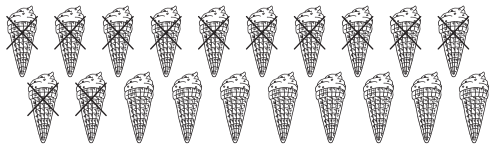
16 – 3 = **13**



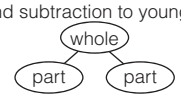
3. The Crossing-Out Method

Used for subtraction of two numbers. Cross out the number of items to be taken away. Count the remaining ones to find the answer.

20 – 12 = **8**



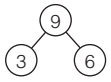
A **number bond** shows the relationship in a simple addition or subtraction problem. The number bond is based on the concept "part-part-whole." This concept is useful in teaching simple addition and subtraction to young children.



To find a whole, students must add the two parts.
To find a part, students must subtract the other part from the whole.

The different types of number bonds are illustrated below.

1. Number Bond (single digits)

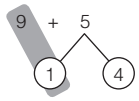


3 (part) + 6 (part) = **9** (whole)

9 (whole) – 3 (part) = **6** (part)

9 (whole) – 6 (part) = **3** (part)

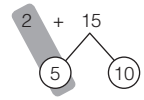
2. Addition Number Bond (single digits)



= 9 + 1 + 4
= 10 + 4
= **14**

Make a ten first.

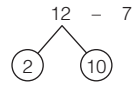
3. Addition Number Bond (double and single digits)



= 2 + 5 + 10
= 7 + 10
= **17**

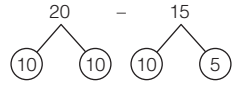
Regroup 15 into 5 and 10.

4. Subtraction Number Bond (double and single digits)



10 – 7 = 3
3 + 2 = **5**

5. Subtraction Number Bond (double digits)



10 – 5 = 5
10 – 10 = 0
5 + 0 = **5**

Students should understand that multiplication is repeated addition and that division is the grouping of all items into equal sets.

1. Repeated Addition (Multiplication)

Mackenzie eats 2 rolls a day. How many rolls does she eat in 5 days?

2 + 2 + 2 + 2 + 2 = 10
5 × 2 = 10

She eats **10** rolls in 5 days.

2. The Grouping Method (Division)

Mrs. Lee makes 14 sandwiches. She gives all the sandwiches equally to 7 friends. How many sandwiches does each friend receive?

14 ÷ 7 = 2

Each friend receives **2** sandwiches.

One of the basic but essential math skills students should acquire is to perform the 4 operations of whole numbers and fractions. Each of these methods is illustrated below.

1. The Adding-Without-Regrouping Method

	H	T	O
	3	2	1
+	5	6	8
	8	**8**	**9**

O: Ones
T: Tens
H: Hundreds

Since no regrouping is required, add the digits in each place value accordingly.

2. The Adding-by-Regrouping Method

	H	T	O
	^{1}4	9	2
+	1	5	3
	6	**4**	**5**

O: Ones
T: Tens
H: Hundreds

In this example, regroup 14 tens into 1 hundred 4 tens.

3. The Adding-by-Regrouping-Twice Method

	H	T	O	
	$^{1}2$	$^{1}8$	6	O: Ones
+	3	6	5	T: Tens
	6	**5**	**1**	H: Hundreds

Regroup twice in this example.
First, regroup 11 ones into 1 ten 1 one.
Second, regroup 15 tens into 1 hundred 5 tens.

4. The Subtracting-Without-Regrouping Method

	H	T	O	
	7	3	9	O: Ones
−	3	2	5	T: Tens
	4	**1**	**4**	H: Hundreds

Since no regrouping is required, subtract the digits in each place value accordingly.

5. The Subtracting-by-Regrouping Method

	H	T	O	
	5	$^{7}\cancel{8}$	$^{11}1$	O: Ones
−	2	4	7	T: Tens
	3	**3**	**4**	H: Hundreds

In this example, students cannot subtract 7 ones from 1 one. So, regroup the tens and ones. Regroup 8 tens 1 one into 7 tens 11 ones.

6. The Subtracting-by-Regrouping-Twice Method

	H	T	O	
	$^{7}\cancel{8}$	$^{9}0$	$^{10}0$	O: Ones
−	5	9	3	T: Tens
	2	**0**	**7**	H: Hundreds

In this example, students cannot subtract 3 ones from 0 ones and 9 tens from 0 tens. So, regroup the hundreds, tens, and ones. Regroup 8 hundreds into 7 hundreds 9 tens 10 ones.

7. The Multiplying-Without-Regrouping Method

	T	O	
	2	4	O: Ones
×		2	T: Tens
	4	**8**	

Since no regrouping is required, multiply the digit in each place value by the multiplier accordingly.

8. The Multiplying-With-Regrouping Method

	H	T	O	
	$^{1}3$	$^{2}4$	9	O: Ones
×			3	T: Tens
	1,	**0**	**7**	H: Hundreds

In this example, regroup 27 ones into 2 tens 7 ones, and 14 tens into 1 hundred 4 tens.

9. The Dividing-Without-Regrouping Method

$$\begin{array}{r} \textbf{2 4 1} \\ 2\overline{)\,4\ 8\ 2} \\ -4 \\ \hline 8\ 2 \\ -8 \\ \hline 2 \\ -2 \\ \hline 0 \end{array}$$

Since no regrouping is required, divide the digit in each place value by the divisor accordingly.

10. The Dividing-With-Regrouping Method

$$\begin{array}{r} \textbf{1 6 6} \\ 5\overline{)\,8\ 3\ 0} \\ -5 \\ \hline 3\ 3 \\ -3\ 0 \\ \hline 3\ 0 \\ -3\ 0 \\ \hline 0 \end{array}$$

In this example, regroup 3 hundreds into 30 tens and add 3 tens to make 33 tens. Regroup 3 tens into 30 ones.

11. The Addition-of-Fractions Method

$$\frac{1}{6}\times\frac{2}{2}+\frac{1}{4}\times\frac{3}{3}=\frac{2}{12}+\frac{3}{12}=\mathbf{\frac{5}{12}}$$

Always remember to make the denominators common before adding the fractions.

12. The Subtraction-of-Fractions Method

$$\frac{1}{2}\times\frac{5}{5}-\frac{1}{5}\times\frac{2}{2}=\frac{5}{10}-\frac{2}{10}=\mathbf{\frac{3}{10}}$$

Always remembers to make the denominators common before subtracting the fractions.

13. The Multiplication-of-Fractions Method

$$\frac{\cancel{3}^{1}}{5}\times\frac{1}{\cancel{9}_{3}}=\mathbf{\frac{1}{15}}$$

When the numerator and the denominator have a common multiple, reduce them to their lowest fractions.

14. The Division-of-Fractions Method

$$\frac{7}{9}\div\frac{1}{6}=\frac{7}{\cancel{9}_{3}}\times\frac{\cancel{6}^{2}}{1}=\frac{14}{3}=\mathbf{4\,\frac{2}{3}}$$

When dividing fractions, first change the division sign (÷) to the multiplication sign (×). Then, switch the numerator and denominator of the fraction on the right hand side. Multiply the fractions in the usual way.

Model drawing is an effective strategy used to solve math word problems. It is a visual representation of the information in word problems using bar units. By drawing the models, students will know of the variables given in the problem, the variables to find, and even the methods used to solve the problem.

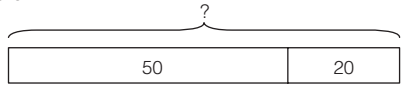
Drawing models is also a versatile strategy. It can be applied to simple word problems involving addition, subtraction, multiplication, and division. It can also be applied to word problems related to fractions, decimals, percentage, and ratio.

The use of models also trains students to think in an algebraic manner, which uses symbols for representation.

The different types of bar models used to solve word problems are illustrated below.

1. The model that involves addition

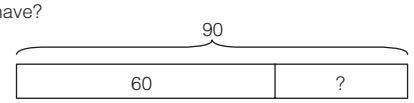
Melissa has 50 blue beads and 20 red beads. How many beads does she have altogether?



50 + 20 = **70**

2. The model that involves subtraction

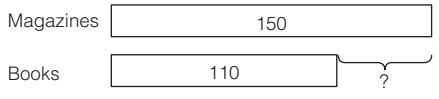
Ben and Andy have 90 toy cars. Andy has 60 toy cars. How many toy cars does Ben have?



90 − 60 = **30**

3. The model that involves comparison

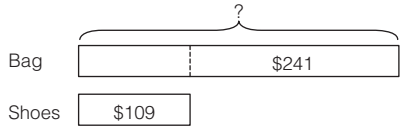
Mr. Simons has 150 magazines and 110 books in his study. How many more magazines than books does he have?



150 − 110 = **40**

4. The model that involves two items with a difference

A pair of shoes costs $109. A leather bag costs $241 more than the pair of shoes. How much is the leather bag?



$109 + $241 = **$350**

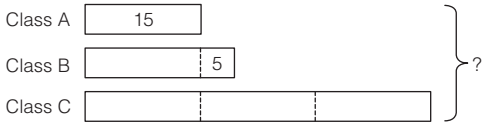
5. The model that involves multiples

Mrs. Drew buys 12 apples. She buys 3 times as many oranges as apples. She also buys 3 times as many cherries as oranges. How many pieces of fruit does she buy altogether?

13 × 12 = **156**

6. The model that involves multiples and difference

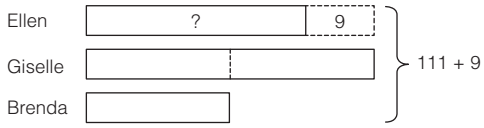
There are 15 students in Class A. There are 5 more students in Class B than in Class A. There are 3 times as many students in Class C than in Class A. How many students are there altogether in the three classes?



(5 × 15) + 5 = **80**

7. The model that involves creating a whole

Ellen, Giselle, and Brenda bake 111 muffins. Giselle bakes twice as many muffins as Brenda. Ellen bakes 9 fewer muffins than Giselle. How many muffins does Ellen bake?

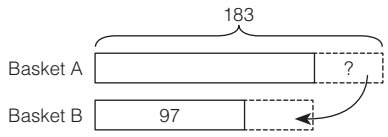


(111 + 9) ÷ 5 = 24

(2 × 24) – 9 = **39**

8. The model that involves sharing

There are 183 tennis balls in Basket A and 97 tennis balls in Basket B. How many tennis balls must be transferred from Basket A to Basket B so that both baskets contain the same number of tennis balls?

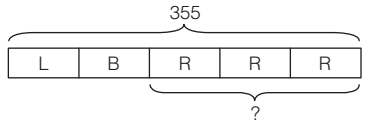


183 – 97 = 86

86 ÷ 2 = **43**

9. The model that involves fractions

George had 355 marbles. He lost $\frac{1}{5}$ of the marbles and gave $\frac{1}{4}$ of the remaining marbles to his brother. How many marbles did he have left?



L: Lost
B: Brother
R: Remaining

5 parts → 355 marbles

1 part → 355 ÷ 5 = 71 marbles

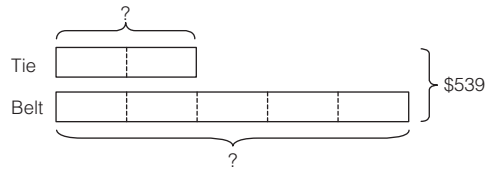
3 parts → 3 × 71 = **213** marbles

10. The model that involves ratio

Aaron buys a tie and a belt. The prices of the tie and belt are in the ratio 2 : 5. If both items cost $539,

(a) what is the price of the tie?

(b) what is the price of the belt?



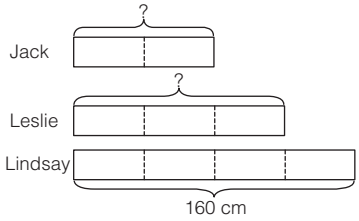
$539 ÷ 7 = $77

Tie (2 units) → 2 x $77 = **$154**

Belt (5 units) → 5 x $77 = **$385**

11. The model that involves comparison of fractions

Jack's height is $\frac{2}{3}$ of Leslie's height. Leslie's height is $\frac{3}{4}$ of Lindsay's height. If Lindsay is 160 cm tall, find Jack's height and Leslie's height.



1 unit → 160 ÷ 4 = 40 cm

Leslie's height (3 units) → 3 × 40 = **120 cm**

Jack's height (2 units) → 2 × 40 = **80 cm**

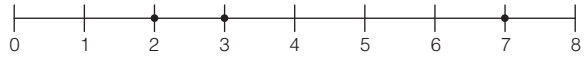
Thinking skills and strategies are important in mathematical problem solving. These skills are applied when students think through the math problems to solve them. Below are some commonly used thinking skills and strategies applied in mathematical problem solving.

1. Comparing

Comparing is a form of thinking skill that students can apply to identify similarities and differences.

When comparing numbers, look carefully at each digit before deciding if a number is greater or less than the other. Students might also use a number line for comparison when there are more numbers.

Example:



3 is greater than 2 but smaller than 7.

2. Sequencing

A sequence shows the order of a series of numbers. *Sequencing* is a form of thinking skill that requires students to place numbers in a particular order. There are many terms in a sequence. The terms refer to the numbers in a sequence.

To place numbers in a correct order, students must first find a rule that generates the sequence. In a simple math sequence, students can either add or subtract to find the unknown terms in the sequence.

Example: Find the 7th term in the sequence below.

1,	4,	7,	10,	13,	16	?
1st term	2nd term	3rd term	4th term	5th term	6th term	7th term

Step 1: This sequence is in an increasing order.

Step 2: 4 – 1 = 3 7 – 4 = 3
The difference between two consecutive terms is 3.

Step 3: 16 + 3 = 19
The 7th term is **19**.

3. Visualization

Visualization is a problem solving strategy that can help students visualize a problem through the use of physical objects. Students will play a more active role in solving the problem by manipulating these objects.

The main advantage of using this strategy is the mobility of information in the process of solving the problem. When students make a wrong step in the process, they can retrace the step without erasing or canceling it.

The other advantage is that this strategy helps develop a better understanding of the problem or solution through visual objects or images. In this way, students will be better able to remember how to solve these types of problems.

Some of the commonly used objects for this strategy are toothpicks, straws, cards, strings, water, sand, pencils, paper, and dice.

4. Look for a Pattern

This strategy requires the use of observational and analytical skills. Students have to observe the given data to find a pattern in order to solve the problem. Math word problems that involve the use of this strategy usually have repeated numbers or patterns.

Example: Find the sum of all the numbers from 1 to 100.

Step 1: Simplify the problem.

Find the sum of 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

Step 2: Look for a pattern.

$1 + 10 = 11$ $2 + 9 = 11$ $3 + 8 = 11$
$4 + 7 = 11$ $5 + 6 = 11$

Step 3: Describe the pattern.

When finding the sum of 1 to 10, add the first and last numbers to get a result of 11. Then, add the second and second last numbers to get the same result. The pattern continues until all the numbers from 1 to 10 are added. There will be 5 pairs of such results. Since each addition equals 11, the answer is then $5 \times 11 = 55$.

Step 4: Use the pattern to find the answer.

Since there are 5 pairs in the sum of 1 to 10, there should be ($10 \times 5 =$ 50 pairs) in the sum of 1 to 100.

Note that the addition for each pair is not equal to 11 now. The addition for each pair is now ($1 + 100 = 101$).

$$50 \times 101 = 5050$$

The sum of all the numbers from 1 to 100 is **5,050**.

5. Working Backward

The strategy of working backward applies only to a specific type of math word problem. These word problems state the end result, and students are required to find the total number. In order to solve these word problems, students have to work backward by thinking through the correct sequence of events. The strategy of working backward allows students to use their logical reasoning and sequencing to find the answers.

Example: Sarah has a piece of ribbon. She cuts the ribbon into 4 equal parts. Each part is then cut into 3 smaller equal parts. If the length of each small part is 35 cm, how long is the piece of ribbon?

$$3 \times 35 = 105 \text{ cm}$$
$$4 \times 105 = 420 \text{ cm}$$

The piece of ribbon is **420 cm**.

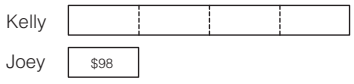
6. The Before-After Concept

The *Before-After* concept lists all the relevant data before and after an event. Students can then compare the differences and eventually solve the problems. Usually, the Before-After concept and the mathematical model go hand in hand to solve math word problems. Note that the Before-After concept can be applied only to a certain type of math word problem, which trains students to think sequentially.

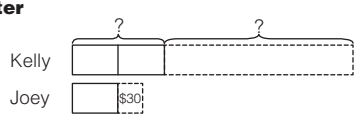
Example: Kelly has 4 times as much money as Joey. After Kelly uses some money to buy a tennis racquet, and Joey uses $30 to buy a pair of pants, Kelly has twice as much money as Joey. If Joey has $98 in the beginning,

(a) how much money does Kelly have in the end?
(b) how much money does Kelly spend on the tennis racquet?

Before



After



(a) $98 - $30 = $68
$2 \times \$68 = \$136$
Kelly has **$136** in the end.

(b) $4 \times \$98 = \$392$
$\$392 - \$136 = \$256$
Kelly spends **$256** on the tennis racquet.

7. Making Supposition

Making supposition is commonly known as "making an assumption." Students can use this strategy to solve certain types of math word problems. Making assumptions will eliminate some possibilities and simplifies the word problems by providing a boundary of values to work within.

Example: Mrs. Jackson bought 100 pieces of candy for all the students in her class. How many pieces of candy would each student receive if there were 25 students in her class?

In the above word problem, assume that each student received the same number of pieces. This eliminates the possibilities that some students would receive more than others due to good behaviour, better results, or any other reason.

8. Representation of Problem

In problem solving, students often use representations in the solutions to show their understanding of the problems. Using representations also allow students to understand the mathematical concepts and relationships as well as to manipulate the information presented in the problems. Examples of representations are diagrams and lists or tables.

Diagrams allow students to consolidate or organize the information given in the problems. By drawing a diagram, students can see the problem clearly and solve it effectively.

A list or table can help students organize information that is useful for analysis. After analyzing, students can then see a pattern, which can be used to solve the problem.

9. Guess and Check

One of the most important and effective problem-solving techniques is *Guess and Check*. It is also known as *Trial and Error*. As the name suggests, students have to guess the answer to a problem and check if that guess is correct. If the guess is wrong, students will make another guess. This will continue until the guess is correct.

It is beneficial to keep a record of all the guesses and checks in a table. In addition, a *Comments* column can be included. This will enable students to analyze their guess (if it is too high or too low) and improve on the next guess. Be careful; this problem-solving technique can be tiresome without systematic or logical guesses.

Example: Jessica had 15 coins. Some of them were 10-cent coins and the rest were 5-cent coins. The total amount added up to $1.25. How many coins of each kind were there?

Use the guess-and-check method.

Number of 10¢ Coins	Value	Number of 5¢ Coins	Value	Total Number of Coins	Total Value
7	$7 \times 10¢ = 70¢$	8	$8 \times 5¢ = 40¢$	$7 + 8 = 15$	$70¢ + 40¢ = 110¢ = \$1.10$
8	$8 \times 10¢ = 80¢$	7	$7 \times 5¢ = 35¢$	$8 + 7 = 15$	$80¢ + 35¢ = 115¢ = \$1.15$
10	$10 \times 10¢ = 100¢$	5	$5 \times 5¢ = 25¢$	$10 + 5 = 15$	$100¢ + 25¢ = 125¢ = \$1.25$

There were **ten** 10-cent coins and **five** 5-cent coins.

10. Restate the Problem

When solving challenging math problems, conventional methods may not be workable. Instead, restating the problem will enable students to see some challenging problems in a different light so that they can better understand them.

The strategy of restating the problem is to "say" the problem in a different and clearer way. However, students have to ensure that the main idea of the problem is not altered.

How do students restate a math problem?

First, read and understand the problem. Gather the given facts and unknowns. Note any condition(s) that have to be satisfied.

Next, restate the problem. Imagine narrating this problem to a friend. Present the given facts, unknown(s), and condition(s). Students may want to write the "revised" problem. Once the "revised" problem is analyzed, students should be able to think of an appropriate strategy to solve it.

11. Simplify the Problem

One of the commonly used strategies in mathematical problem solving is simplification of the problem. When a problem is simplified, it can be "broken down" into two or more smaller parts. Students can then solve the parts systematically to get to the final answer.

Name: _____

Meta-Moment Guided Notes

Day 1

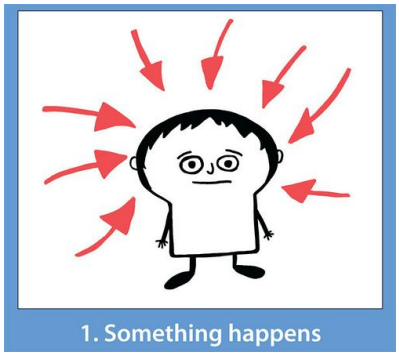
What is a meta-moment? .

_____

_____

_____

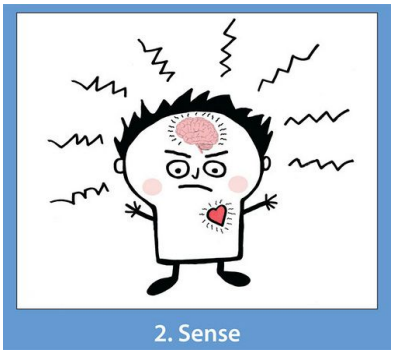
Step 1: Something Happens



I feel **upset** when...	Picture
_____ _____ _____ _____	

Step 2: Sense

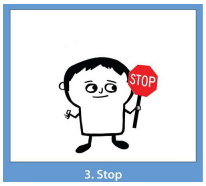
Imagine you are in that situation right now.



What are you thinking?	What is your body doing?	How are you showing your feelings (words, volume, face, etc.)?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Picture:	Picture:	Picture:

Day 2

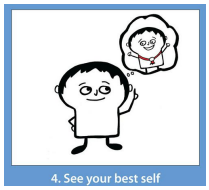
Step 3: Stop



Why does breathing help us stop?	What I look like after I stop & breathe:

Days 3-4

Step 4: See Your Best Self



"Best self" means _____

Class Brainstorm: What words describe someone who is being their best self in our class? What actions does that person take?

Character traits that define our class best self	Actions that define our class best self

Character traits that define my best self:	Actions that define my best self:

Picture of my best self:

Days 5-7

Step 5: Strategize

Strategy	How it Works	Picture
Add a comment box and plan your exemplars.		

The strategy that will work best for my meta-moment is:

Day 8

Step 5: Succeed

What will the outcome be if I use the strategy I chose?

_____

_____

_____

Picture:

Kimochi Plans TK-2
January 2016

1/12	1/14
RWBAT: recognize mad feelings and practice cooling down strategies Kotowaza: It's okay to be mad, but it's not okay to be mean	*RWBAT: review talking vs. fighting voice/ face and practice being assertive to show that they mean it* Kotowaza: It's okay to be mad, but it's not okay to be mean
1/19	**1/21**
RWBAT: choose helping words instead of fighting words Kotowaza: It's okay to be mad, but it's not okay to be mean	RWBAT: *apologize for and redo communication mistakes* Kotowaza: It's okay to be mad, but it's not okay to be mean
1/26	**1/28**
RWBAT: *Demonstrate how to use positive self-talk to calm mad feelings* Kotowaza: It's okay to be mad, but it's not okay to be mean	*RWBAT: say or do something kind when someone else is mad* Kotowaza: It's okay to be mad, but it's not okay to be mean

Tuesday - 1/12

RWBAT: recognize mad feelings and practice cooling down strategies

Kotowaza: It's okay to be mad, but it's not okay to be mean

1. Sitting in a circle, place Cloud in the center with Mad tucked inside. Invite a student to reveal the feeling tucked inside. Raise your hand if you ever feel mad. Everyone has mad feelings now and then, and it's okay to be mad - even really really mad. But it is never okay to be mean with your face, voice, words or actions.
2. Show me what you look like when you're mad. What makes you feel mad?
3. What happens inside your body when you feel mad? When I feel mad…….
4. What are think you say or do when you're mad?
5. What happens when you let your body to the wrong things like yell, grab, or say hurtful words?
6. Pass around the mad feeling. When students get the feeling they say - " It helps me when I am mad if I…… (take a breath, think before I speak, say I feel mad, walk away)

Other calm down strategies:

Tell students of some other calming strategies:

- count to 10
- take 3 deep breaths, close my eyes
- relax the body
- hug a kimochi
- visualize a peaceful place
- go to a calm place
- go to kimochi corner
- squeeze something
- mountain breathe
- squeeze lemon

Thursday - 1/14

RWBAT: review talking vs. fighting voice/ face and practice being assertive to show that they mean it

Kotowaza: It's okay to be mad, but it's not okay to be mean

1. Can you remind me the difference between a talking / fighting voice and face
2. Have you ever used a calm but strong talking face and voice and found that friends did not respect your words or listen to you. For example you ask a classmate nicely to stop tapping their pencil and they don't stop? This is when it's time to turn up the seriousness, not the meanness in order to be heard. The best way to do this is with our face and our voice.
3. Demonstrate how to widen eye to look serious and like you mean it - have students imitate
4. Demonstrate on Could how to tap shoulder, call name, and use a slow rate of speech, volume, and serious voice. - "Cloud (pause) please stop tapping your pencil
5. Using Cloud demonstrate and then take turns turning up the seriousness when someone doesn't listen

First Attempt: Gentle shoulder tap, call person's name, pause and say when you need
Second Attempt: I asked you to stop nicely
Third Attempt: I asked you twice nicely to stop. Am i going to have to get the teacher?

Tuesday 1/19

RWBAT: choose helping words instead of fighting words

1. When you're mad, it's important to be careful about the words you choose to use. There's a big difference between helping words and fighting words.
2. On the board, create a T chart with kid's ideas

Fighting Words	Helping Words
You cheated! Move! Liar! That's not fair! Tattletale! You're not my friend anymore	The rule is…. Can you please give me more space? Thanks! That's not how I heard it It's more fun when everyone plays fair I wish you would come to me before you go to the teacher I am really mad at you.

3. Then pose a few scenarios to the class. Have students first act out what NOT to do and then what to do
Ex scenarios: your friend keeps tapping their pencil,
your friend is on the wrong computer program,
your friend says I'm gonna tell the teacher,
your friend stand right in front of you when you wanted to be the line leader
your partner tells you the wrong answer

Thursday - 1/21

RWBAT: apologize for and redo communication mistakes

1. Even though we have already learned so many skills for handling mad feelings, there might be times when we slip up or make a mistake in a mad moment. Everyone makes mistakes, and mistakes can be fixed! So now we are going to practice how to catch ourselves, quickly take responsibility for or own our mistake, and redo the moment!
2. Pretend Cloud took your pencil without asking. Yell at him in a mean way. "Hey! Why did you steal my pencil? You thief! Then start over by quickly owning the moment and redoing it. Oops I am sorry I yelled. That's my pencil. May I please have it back?
3. When you redo a moment, you may still be mad, but instead of snapping, you'll choose a more positive way to use your face, voice, or words to express your mad feelings
4. Put students in pairs to practice redoing a hurtful moment.
5. For example, if you pushed you would quickly say "I'm sorry I pushed you. I hope you can forgive me. I'm just so mad because….."
6. Together as a class decide on what to say when you see a students who needs to redo

Ex: You can be mad but……, can you try that again?

Tuesday - 1/26

RWBAT: Demonstrate how to use positive self-talk to calm mad feelings

1. Raise your hand if you can remember a time when you were really mad. Keep your hand up if you still feel mad about it. Ask students who put their hands down, why they don't feel mad anymore
2. You're not mad anymore because you've bounced back instead of getting stuck in your mad feelings!
3. One way we can help ourselves bounce back is with SELF - TALK
4. SELF - TALK: is what we say to ourselves in our heads
5. negative self talk - sounds like "I can't do it, or no one likes me"
6. positive self talk - is a very important skill

Write on board: What are some positive things we can say to yourself when you feel mad?

- I have been made before and I got through it
- It's okay, everyone makes mistakes
- I can work this out
- Feelings come and go

Have students practice getting mad face/ body → followed by positive self talk examples!!

Thursday 1/28

RWBAT: say or do something kind when someone else is mad

1. What can you do if you see someone is upset? Write responses on board
2. Let's practice kindness when Cloud is mad. Demonstrate how to move toward Cloud in a kind, caring way and ask "What is wrong?"
3. Have students practice with their partner
4. Sometimes people don't want help when they are mad. Sometimes they just want to be alone. Raise your hand if you like to be alone when you are mad. It's okay to feel this way. What do we need to remember when we ask our friends for alone time? (use talking voice or face)
5. Demonstrate what it looks and sounds liek to respond unkinly when Cloud offers comfort and support ("Leave me alone!")

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Theoretical Background and Conceptual Framework: Summary of Research Supporting The Kimochis® Educator's Tool Kit

The Kimochis® Educator's Tool Kit is a universal, school-based, social and emotional learning program designed to give children the knowledge, skills and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, academic achievement, positive social relationships and the development of emotional competence. The Kimochis® curriculum incorporates innovative, fun and exciting lessons and activities that were developed to teach children how to manage challenging social situations with skill, character and confidence. This overview summarizes the research that supports the design and lesson components of the Kimochis® program.

Research Findings Related to the Overall Benefits of Social and Emotional Learning

Early Childhood Years:

- Effective interventions that build social, emotional and behavioral skills at a young age can have a positive effect on how children are able to problem-solve and interact with their peers later in life (National Institute for Early Education Research, 2007).
- A convincing body of evidence has been accumulated to indicate that unless children achieve minimal social competence by about the age of 6 years, they have a high probability of being at risk for social-emotional difficulties as adults (Ladd, 2000; Parker & Asher, 1987).
- Strong evidence links social-emotional health in the early childhood years (birth to 6) to:
    - Subsequent school success and health in preteen/teen years
    - Long term health and wellbeing in adulthood
    - Promotion of resilience
    - Prevention of later mental health problems (National Center for Children in Poverty, 2009)
- Research suggests that a child's long-term social and emotional adaptation, academic and cognitive development, and citizenship are enhanced by frequent opportunities to strengthen social competence during early childhood (Hartup & Moore, 1990; Ladd & Profilet, 1996; McClellan & Kinsey, 1999).
- Research underscores the fact that promoting young children's social-emotional competencies significantly enhances school readiness and success (Denham & Weissberg, 2004; Freedman, 2003).

Elementary School:

- Results from three large-scale reviews of research on the impact of social and emotional learning by the Collaborative for Academic, Social and Emotional Learning (CASEL) in 2008 found that SEL programs yielded positive benefits including:

  - 23% improvement in social and emotional skills
  - 9% improvement in attitudes about self, others and school
  - 9% improvement in school and classroom behavior
  - 10% decrease in emotional distress, such as anxiety and depression
  - 11% increase in achievement test scores (Payton, et al. 2008)
- Extensive developmental research indicates that effective mastery of social-emotional competence is associated with greater well-being and better school performance, whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008).
- Social and emotional learning has a positive effect on academic performance, including improved skills and grades in math, language arts, and social studies, and better problem-solving and planning skills, and subject mastery (Durlak & Weissberg, 2005; Elias et al., 1997; Greenberg et al., 2003; Hawkins, 1999; Wilson et al., 2001; Zins & Elias, 2006; Zins et al., 2004).
- "Mental health is a critical component of children's learning and general health. Fostering social and emotional health in children as a part of healthy child development must therefore be a national priority." (U.S. Public Health Service, 2000, p. 3).

Research Findings Related to the Development of the Kimochis® Curriculum

The Kimochis® curriculum is based on sound theories of child development and social-emotional learning. Scientific, empirically-based research studies were referred to while developing the Kimochis® lessons to ensure that concepts and approaches that have proven to have beneficial effects on the development of social-emotional skills in children were included. A number of theoretical models and conceptual paradigms were studied, including, theories of Emotional Intelligence (Goleman, 1995; Bar-On, 2000), Social-Information Processing Model (Crick & Dodge, 1994), Social Cognitive Theory (Bandura, 1989) and Cognitive Behavioral Therapy (Kendall, 2005).

In addition, research completed by leading experts in the field of Social and Emotional Learning (SEL) was reviewed. Maurice Elias, a renowned SEL researcher, and his colleagues define SEL as "the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively" (1997). The goals of an SEL program are to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social and Emotional Learning, CASEL, 2003). These five core competencies provide children a foundation for better adjustment and academic achievement as shown by more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al., 2003). As children master these competencies, they can connect with their own beliefs and values, develop concern for others, make good decisions, and take responsibility for their choices and behaviors. Accordingly, Kimochis® lessons were developed around these five core competencies. The Kimochis® lessons and objectives for Early Childhood and Elementary Age students are outlined on pages 7 and 8.

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Research Findings Related to the Five Core Competencies and the Kimochis® Lessons

Self-Awareness

Self-awareness is the ability to recognize and name your own emotions. Self-awareness also involves the ability to understand your values and needs, as well as your strengths and limitations. This awareness of self is crucial to early school success. When a child has an awareness of his/her own emotions, s/he can learn to regulate or modulate them, an essential factor that influences getting along with peers and coping in a school environment. Research by Marsh and colleagues (Marsh, Craven and Debus, 1998; Marsh, Ellis and Craven, 2002) has shown that four-year-olds have an understanding of their psychological selves and of their feelings and intentions. As self understanding develops, it guides moral development and also sets the stage for self control and self regulation. Young children who can identify emotions in themselves are more likely to have success when they transition into kindergarten (Eisenberg and Fabes, 1992). As a child's self-awareness develops, they can label their own emotions and identify the emotions of others. As Daniel Goleman states in his influential book, *Emotional Intelligence*, "Self-awareness, recognizing a feeling as it happens, is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is also crucial to psychological insight and self-understanding. People with greater certainty about their feelings are better pilots of their lives (Goleman, 1995, p. 43)."

The Kimochis® lessons teach children to identify the nonverbal components (tone of voice, facial expressions, body language) of feelings. Children practice naming situations or experiences that often cause a specific feeling or feelings. Children learn to understand that feelings are messy and that we might have several feelings that occur at the same time! Lessons focus on building emotional literacy, the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner (Joseph, 2003). When children know a wide range of emotion words (beyond *happy, mad, sad),* it is easier for them to understand their emotional experiences and to communicate with others about their feelings. Children are introduced to the concept of how to redo a social mistake, the first step of which requires an awareness of actually making a mistake. They practice how to *own up* and *come clean* as ways to make amends for mistakes. Children also learn that they need to be aware of how they are *coming across* to others in their nonverbal and verbal communication. Activities focus on heightening awareness of these concepts. Educators are encouraged to guide and prompt children to pay attention to their communication and emotions in social interactions throughout the school day.

Self-Management

Self-management is the ability to regulate emotions and behaviors so that goals are achieved. It also involves persevering with difficult tasks and in complex social interactions. Self-management is a complicated, developmental process for young children (Kopp and Wyer, 1994). It requires children to remember and generalize what they have been taught by caregivers, to initiate changes in their behavior, and to constantly monitor their behavior in varying situations. These foundational self-management skills are emerging during the preschool years as the brain develops (Shonkoff &Phillips, 2000). Development in self-management can be seen in the difference between the impulsivity of a toddler and the deliberate

behavior of a four year-old entering kindergarten in the fall. The relevancy of self-management skills to school success is obvious. When children can control impulses and cope with strong feelings in emotionally charged situations, they will be more successful in school (Raver & Knitzer, 2002). In fact, some studies that have shown that certain aspects of self-regulation predict children's reading and math achievement in the early primary grades (Alexander, Entwisle & Dauber, 1993; Howse, 2003). Additionally, the ability to effectively manage emotions contributes to less aggression and fewer problems with substance abuse (Brady,et al., 1998; Vitaro, 1998). Children with poor regulation skills are likely to have conflict-based relationships with their teachers and peers, which can lead to school problems and possible school dropout (Bandera, 2003). When educators are asked to identify areas of critical importance with regard to school success, they often name competence in cooperation and self-control as highly significant (Lane, Pierson, & Givner, 2003). There is some evidence that emotion regulation is a better predictor of school readiness than IQ (Blair & Razza, 2007). Children can learn strategies to manage their emotions and cope with stressful situations. Research suggests that teaching children strategies such as thinking calming thoughts, deep breathing, doing a calming activity and reframing stressful situations by focusing on positive promotes effective management of feelings such as anger (Nelson and Finch, 2000) and impatience (Metcalfe and Mischel, 1999; Eisenberg, Cumberland, and Spinrad, 1998).

The Kimochis® curriculum emphasizes the importance of teaching children to handle positive (happiness, pride) and negative (mad, frustrated, disappointed) emotions in ways that are productive and socially appropriate. The focus is on helping both educators and children understand that feelings fuel behavior (*Feeling-Behavior Link*). Lessons teach strategies such as taking *Cool Down* breaths, repeating positive self-talk strategies, and reframing upsetting situations in a more positive light. Children learn to regulate their tone of voice, facial expressions, body language, actions and word choice. Lessons help children to recognize how difficult it is to use emotion-management strategies when feelings are high. So, children are given opportunities to practice these strategies "out of the moment" when they can rely on logical reasoning and adult prompting to manage emotions (Metcalfe and Mischel, 1999). Role-plays, puppet enactments and games give children practice in predictable social situations. Educators are provided ideas on how to prompt children to use their emotional regulation strategies when needed in social settings.

Social Awareness

Social awareness is the ability to understand what others are feeling and to be able to take their perspective. This is often described as "theory of mind." Researchers also talk about social awareness as the development of *empathy*, which is the response we have when we are able to recognize and understand another's emotions. Preschoolers who are more socially and emotionally perceptive have greater success in their relationships with peers and adults (Denham, 2003). Young children who are adept at understanding other's feelings tend to have more academic success at the primary level (Izard, 2002; Dowsett & Huston, 2005). Preschoolers progress through a period of development that helps them to understand that people's intentions, desires, feelings, thoughts and beliefs are motivators of behavior. As their ability to identify emotions in others increases, they are able to explain the causes of emotions and their consequences in developmentally more complex ways (Denham, 2006; Lagattuta & Thompson, 2006). Empathy plays an important role in relationship to academic and emotional success. Kaukiainen (1999) found that children who had good perspective-taking skills were less likely to be physically, verbally and

emotionally aggressive toward their peers. Other researchers have found that empathic children support their peers more frequently, are better liked and have higher academic achievement (Litvack-Miller, McDougall, & Romney, 1997; Izard, Fine, Schultz, Mostow, & Ackerman, 2001).

The Kimochis® program helps children to be aware of others' emotions and intentions by teaching them simple observation and communication strategies. Young children learn the importance of getting the attention of a peer or an adult in way that feels good to all. Children learn to use people's names, gain eye contact before speaking and to use a gentle tap (*communication tap*) on the shoulder. These communication tools send the message that the communication intent is positive and that everyone is prepared for an interaction. Social awareness is learning how to pay attention to what others are doing and feeling. Most children have a desire to be kind and compassionate when they notice others are feeling left out or sad, but they may not know what words to say or actions to take. Kimochis® lesson teach children strategies on how to actively include others and be kind to partners even if that partner may not be their first choice. Through repeated practice in role plays outside of emotional moments, children can learn how to coordinate their own desires, needs, and interests with those of others.

Relationship Skills

To be successful in school, children need to be able to form positive social relationships, work cooperatively in teams and deal effectively with conflict. Research suggests that children can develop positive peer relationships, acceptance and friendships when taught social skills through intentional instruction, practice opportunities, and guidance in teachable moments (Dunn & McGuire, 1992). Children who learn social-emotional skills early in life are more self-confident, trusting, empathic, intellectually inquisitive, competent in using language to communicate, and capable of relating well to others (Cohen, Onunaku, Clothier, & Poppe, 2005). When young children are provided practical social-emotional strategies and modeling by adults, they can develop the ability to initiate and join groups of peers, to cooperatively and spontaneously share with others, to communicate in ways that others understand, and to use strategies (i.e., turn-taking) to avoid conflict (Howes, 1987, 1988; Vandell, Nenide & Van Winkle, 2006). Children who enjoy positive relationships with peers experience higher levels of emotional well-being, and have self-beliefs that are stronger and more adaptive than children without positive peer relationships. They also tend to be engaged in and even excel at academic tasks more than those who have peer relationship problems (Rubin, Bukowski, & Parker, 2006; Wentzel, 2005). Students who have established friendships with classmates are more likely to enjoy a relatively safe school environment and are less likely to be the targets of peer-directed violence and harassment than their counterparts without friends (Schwartz et al., 2000). When children can use effective social problem solving skills, they develop an ability to cope with stress (Dubow & Tisak, 1989; Elias & Clabby, 1988), handle interpersonal situations (Elias & Clabby, 1988), experience more positive social adjustment, improve academically, and show improvements in behavior (Dubow & Tisak, 1989; Gootman, 2001; Nelson et al, 1996).

The development of relationship skills is at the heart of the Kimochis® Way! When children have positive relationships they are happier, healthier and more productive. The combination of modeling (teacher, puppet, and peer), practice, coaching, and positive reinforcement is an established best practice to teach

social behaviors to children (Elliot and Gresham, 1993).The Kimochis® curriculum provides educators a number of activities and lessons that focus on building the interpersonal skills of children of all ages. Younger children will need intentional instruction and guidance in sharing and taking turns. By using the Kimochis® characters as puppets, young children can learn the communication scripts needed to solve commonly-occurring social problems in preschool (i.e., hitting, grabbing, yelling). Lessons for older children focus on implementing role plays that give children practice in using important skills such as joining groups, apologizing sincerely, forgiving in compassionate and caring ways and standing up for yourself and others. Ideas are provided for additional activities such as reading related children's books, engaging in art activities, asking older children to journal as ways to extend the learning beyond the Kimochis® lessons. Letters and activity pages are available to send home to parents so they can understand the skills and common language practiced in the Kimochis® lessons and the social-emotional learning can be extended into the home setting.

Responsible Decision Making

All educators and parents strive to teach children how to make responsible decisions. Children can learn to make ethical and constructive choices about their personal and social behavior. Focus in the classroom and school community needs to be placed on problem solving, reflection, perceptive thinking, self-direction, and motivation-skills that will contribute to life-long success (Adams and Hamm 1994). Research shows that students need effective problem-solving skills when making decisions about social situations (Denham & Almeida, 1987). Children also need to know how to make good choices about their own behavior in the classroom and at school. A number of research teams have found that individual differences in children's cooperation capacities are directly associated with children's academic achievement in the early primary grades (Alexander, Entwisle, Dauber 1993; McClelland, Morrison, Holmes 2000). Children can practice making responsible social and behavioral decisions appropriate to their age level and can learn how to make choices that are respectful, realistic and responsible. They also need to think about how their actions will affect themselves and others, what their options actually are and what the outcome of their chosen path is likely to be.

The Kimochis® lessons provide structured opportunities for skill instruction and practice in the areas of self-awareness, self-management, social awareness and relationship skills. Intentional teaching combined with adult prompting, positive reinforcement, peer-to-peer monitoring and student monitoring promotes the use of the learned skills throughout the school day and in settings outside of the school community. This instruction, practice and generalization build the foundation for children to become skilled at social problem-solving and responsible decision making. As children master the skills in the Kimochis® lessons, they are on their way to knowing how to conduct themselves with personal, moral and emotional responsibility.

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Kimochis® Educator's Tool Kit: Curriculum Lessons

CASEL Core Competencies* Children will be able to :	Early Childhood Lesson objectives Children will be able to:	Elementary Age Lesson objectives Children will be able to:
Self-Awareness • Recognize & name emotions • Understand reasons & circumstances for feelings • Know needs & values • Describe interests & values • Accurately assess strengths & challenges	• Identify & name feelings • Show an understanding of different facial expressions • Describe social situations that can create a feeling • Relate to Kimochis® characters' personalities • Identify the difference between a taking voice/face/body & a fighting voice/face/body • Identify the difference between helping and hurtful words • Show an understanding of how to act at silly and serious times • Identify how to make a safe choices when curious	• Identify & name feelings • Show an understanding of different facial expressions • Relate to Kimochis® characters' personalities • Describe social situations that can create certain feelings • Identify the difference between a taking voice/face/body & a fighting voice/face/body • Identify the difference between helping & hurtful words • Identify when a redo is needed • Recognize social cues & be sure that silliness is fun for everyone • Demonstrate an understanding of how you are *coming across* • Demonstrate how to *own up* & *come clean* when mistakes are made
Self-Management • Manage stress & control impulses • Verbalize & cope appropriately with challenging emotions • Persevere in overcoming obstacles • Set & monitor progress toward the achievement of personal & academic goals • Modify performance based on feedback	• Use a taking voice/face/body • Demonstrate how to use *Cool Down* strategies to express upset feelings in a positive way • Use self-soothing strategies to comfort self when sad • Use self-regulation tools to manage scared feelings • Demonstrate words & actions to use when others hit, push, yell • Demonstrate how to use *Stop* hands to resolve conflicts • Demonstrate how to label hurtful words with "Ouch" • Demonstrate how to manage silliness in a safe & friendly way • Redo cranky moments • Take back bossy talk • Demonstrate how to accept a compliment in a positive way	• Demonstrate talking tone of voice, face & body (positive nonverbal communication) • Demonstrate *Cool Down* strategies to cope with upset feelings • Show how to use a talking hand & Stop hands to resolve conflicts • Use positive self-talk scripts to move through upset feelings • Cope with statements that are *Big mean things that aren't true* • Show how to stay focused & not get distracted by others • Use positive self-talk to try new things • Redo a hurtful social moment • Show how to express happy, excited, silly, & curious feelings with safe & wise choices • Show how to give/receive a *knowing look* to help peers redo hurtful moments • Identify ways to warn others when upset • Use self-regulation tools to manage expressions of pride without bragging

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CASEL Core Competencies* Children will be able to :	Early Childhood Lesson objectives Children will be able to:	Elementary Age Lesson objectives Children will be able to:
Social Awareness • Understand others' perspectives, feelings & points of view • Show empathy & sensitivity to others' feelings • Recognize & appreciate individual & group similarities & differences • Show respect to others	• Demonstrate how to get a person's attention in an appropriate way • Demonstrate how to use a talking hand to resolve conflicts • Use words & actions when peers cut in line, get in your way or invade your space • Respect others' personal & space boundaries • Demonstrate caring actions toward peers who are feeling sad • Offer encouragement to peers who are frustrated • Demonstrate how to give compliments to peers	• Demonstrate how to get a person's attention in an appropriate way • Include others who are feeling left out • Demonstrate how to accept & work with a partner kindly & respectfully • Show an understanding about the concept of *first impressions* • Show a positive response when peers brag • Demonstrate how to avoid taking peers' negative words personally • Respect others' personal & space boundaries • Recognize & offer support to peers • Respect others' feelings of fear & sadness
Relationship Skills • Establish & maintain healthy, rewarding relationships based on cooperation • Show sensitivity to social-emotional cues • Prevent, manage, & resolve interpersonal conflicts • Communicate clearly • Engage others in social situations • Seek & provide help when needed	• Demonstrate saying hello & giving *Friendly Signals* to connect with others • Demonstrate sharing & turn-taking • Demonstrate how to get included when left out • Include peers who are left out • Offer comfort to peers who are sad • Use a communication tool to set limits when others are cranky or bossy	• Demonstrate how to use greetings & *Friendly Signals* to connect with others • Demonstrate positive ways to get included in play & conversation • Set boundaries when peers are too silly • Apologize with sincerity & truthfulness • Forgive others who make hurtful mistakes • Let others try again • Listen to why your words &/or actions can create upset feelings • Use communication tools to set limits when others are upset • Demonstrate how to act in kind & caring ways when others are upset • Identify when & how to get adult help • Connect with another's pride positively
Responsible Decision-Making • Analyze & identify problems • Use social decision-making skills • Respond constructively to interpersonal obstacles • Conduct self with moral & personal responsibility	• Identify strategies to stay safe when trying new things • Demonstrate how to tell the truth • Name how to solve problems through curiosity	• Stand up for what is right • Stand up for self & others • Demonstrate how to *bounce back* when obstacles arise • Assume the best in social interactions • Demonstrate how to do the right thing when others do the wrong thing • Demonstrate hope & activate optimism that things will work out

*** Collaborative for Social and Emotional Learning** has identified five core competencies that are learned through social and emotional interventions, all crucial to life, learning and work (CASEL, 2003)

Kimochis
toys with feelings inside

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The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for The RULER Approach to Social and Emotional Learning

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Abstract. This study examined how training, dosage, and implementation quality of a social and emotional learning program, The RULER Approach, were related to students' social and emotional competencies. There were no main effects for any of the variables on student outcomes, but students had more positive outcomes when their teachers (a) attended more trainings and taught more lessons, and (b) were classified as either moderate- or high-quality program implementers. Student outcomes were more negative when their teachers were classified as low-quality implementers who also attended more trainings and taught more lessons. Post hoc analyses revealed that low-quality implementers felt less efficacious about their overall teaching than high-quality implementers. The discussion focuses on the importance of assessing the interaction of training and implementation variables when examining the effect of social and emotional learning programs.

School programs that aim either to prevent maladaptive behaviors (August, Bloomquist, Lee, Realmuto, & Hektner, 2006; Conduct Problems Research Group, 2011) or to promote positive development among youth (Domitrovich, Cortes, & Greenberg, 2007; Jones, Brown, & Aber, 2011) have been flourishing across the United States. These programs generally fall under the umbrella term, *social and emotional learning* (SEL), which refers to the process of acquiring the skills of self- and social awareness, emotion regulation, responsible decision making, problem solving, and relationship management (Zins, Weissberg, Wang, & Walberg, 2004). Accordingly, SEL programs are designed both to enhance these skills and create an emotionally supportive climate to increase the likelihood of school engagement, attendance, and academic success. The effects of these programs on youth outcomes have been positive (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), but most evaluations did not include training or implementation data (Gottfredson & Gottfredson, 2002; Lewis, Battistich, & Schaps, 1990; Tanyu, 2007). The variables surrounding implementation need to be assessed both in research and in practice to better understand the effectiveness of programs in achieving their intended goals (Dane & Schneider, 1998;

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Durlak & DuPre, 2008; Sanetti & Kratochwill, 2009). The relative importance of the quantity of teacher training, the dosage, or number of lessons students receive, and the quality of implementation, including teacher attitudes toward programming and their delivery style, are of particular interest in SEL programming.

In this study, we examined the extent to which these training and implementation variables for an SEL program, The RULER Approach (www.therulerapproach.org), were related to targeted social and emotional outcomes for students during the program's first year of implementation. We begin with a short overview of literature on program implementation followed by a description of SEL programs. We then highlight the important role that teachers play as implementers of SEL programs.

Implementing SEL Programs

Programs introduced into social settings like schools are not always implemented with fidelity (Fixsen, Blase, Naoom, & Wallace, 2009). This makes formative evaluations or the study of the processes underlying program implementation critical. Implementation occurs in six stages (Fixsen, Naoom, Blase, & Wallace, 2007). In the *exploration stage*, schools consider which program to adopt by examining feasibility and fit. In the *installation stage*, key stakeholders decide that the program will be implemented and plan for its proper execution. In the *initial implementation stage*, staff members are hired; participants are recruited; organizational supports are in place; and because all stakeholders are new to the program, problem solving and troubleshooting are frequent. In the *full implementation stage*, the program is fully integrated, with program processes and procedures part of the regular routine. Once the program has been implemented effectively, improvements are generally tested in the *innovation stage*. Sustaining the program both through continuous staff development and funding support comprise the *sustainability stage*.

Program implementation is rarely a perfect process, and a growing body of research shows that the effectiveness of school-based prevention programs is limited by the extent that they are implemented as intended (Dusenbury, Brannigan, Falco, & Hansen, 2003). Schools have wide-ranging priorities, policies, and politics that may interfere with how a program is delivered (e.g., Fagan & Mihalic, 2003; Gager & Elias, 1997). The evidence of SEL program effectiveness is growing; for example, a meta-analysis of over 200 studies shows that SEL programs have the intended positive effect on students' academic performance and their social and emotional skills (Durlak et al., 2011). Thus, schools will be implementing SEL programs in increasing numbers with varying levels of fidelity. Central to the understanding of how these programs are implemented is the role of teachers, who are the primary deliverers or "intervention drivers" (cf. Fixsen et al., 2009) of SEL programs.

Assessing Training and Implementation

Training

Training is the knowledge acquisition component of an SEL program and is the main avenue by which programs are introduced and implemented in schools. Training, which may include both workshops and coaching, is the vehicle by which teachers acquire background information, theory, and philosophy of the SEL program. Program information generally is introduced in initial trainings; then, follow-up coaching develops teacher's implementation skills more fully (Fixsen et al., 2009; Sanetti & Kratochwill, 2009; Strother, 1989). In their review, Joyce and Showers (2002) revealed that when training was combined with coaching, 95% of teachers acquired knowledge and developed skills for applying that knowledge in the classroom. In the absence of coaching, only 5% of teachers applied the skills in the classroom.

Dosage

Dosage refers to the number of lessons that teachers implement for students to receive in the classroom. There is some evidence that

higher doses of program instruction produce more optimal results in certain intervention contexts (e.g., Connell, Turner, & Mason, 1985). For example, the number of lessons taught significantly affected students' healthy eating in one intervention (Story et al., 2000) and students' perceptions of healthy sexual behaviors in another (James, Reddy, Ruiter, McCauley, & van den Borne, 2006). However, an investigation of one school-based alcohol abuse prevention program revealed that dosage (e.g., teacher reports of the number of class periods used to teach program materials) was not systematically related to reductions in drinking behavior (Hopkins, Mauss, Kearney, & Weisheit, 1988). Among SEL programs, where a primary goal is to improve students' social and emotional skills and engagement in learning, the number of SEL lessons delivered was related to slower growth in negative student outcomes (Aber, Jones, Brown, Chaudry, & Samples, 1998) and fewer unexcused absences (an indicator of engagement) among girls but not among boys (Moskowitz, Schaps, & Malvin, 1982). In sum, these findings suggest that higher dosage may lead to better outcomes.

Implementation Quality

Implementation quality refers to the manner in which a program is being executed (Dane & Schneider, 1998). As the deliverers of SEL programs, teachers' style of delivery is as important as the content (Jennings & Greenberg, 2009). Teachers' delivery styles and attitudes toward the program need to be congruent with the program. For example, SEL lessons often involve sharing personal experiences and being sensitive to students' needs. If teachers lack buy-in and motivation to engage with students openly, there may be dissonance between them and the SEL lesson. In this section, we discuss two components of quality that are critical to SEL programming, in particular: (a) delivery, which refers to quality of program execution or teaching effectiveness, and (b) attitudes, which refer to program buy-in or openness to programming.

Delivery style is vital to SEL programs because they require teachers to deliver the lessons in an effective manner, consistent with the program's philosophy and goals (see Fixsen et al., 2009; Waltz, Addis, Koerner, & Jacobson, 1993). For example, the teacher's display of certain emotions is important for many SEL lessons (Brackett et al., 2009; Elbertson, Brackett, & Weissberg, 2009). If a teacher cannot model the social and emotional skills a program is designed to target, that teacher will likely be less effective in imparting these skills to students. In general, teachers' beliefs about their teaching efficacy also influence their delivery of instructional programming (Han & Weiss, 2005).

Related to delivery style are teacher attitudes toward SEL programming, which also are critical to a program's success (see August et al., 2006). One study showed that within the context of a smoking prevention program, classrooms with teachers who had higher ratings on both positive attitudes (toward the program and their students) and preparedness had students with greater knowledge of and better decision-making skills about smoking (Botvin, Dusenbury, Baker, & James-Ortiz, 1989). Resistance to adopting SEL programs is common among teachers within the context of SEL. Some teachers are skeptical of the effect of SEL programs (Elias, Bruene-Butler, Blum, & Schuyler, 2000). They may be uncertain about the relative importance of SEL compared to other curricular efforts (Buchanan, Gueldner, Tran, & Merrell, 2009). Issues of accountability, such as those stemming from the No Child Left Behind Act (2001), also place tremendous pressure on teachers and schools to ensure their students perform well academically. As a result, teachers may be conflicted about the time they allocate for teaching core curricula versus SEL, both of which require dedication and constant practice.

Program quality in terms of delivery style alone is incomplete. It is unlikely that teachers will deliver SEL lessons with high quality if they are resistant to the program. To illustrate, teachers have varying levels of comfort with and commitment to incorporating

SEL lessons into academic curricula (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011), which play into how lessons are taught. Likewise, SEL programs are designed to create emotionally supportive climates for learning (Jennings & Greenberg, 2009); teachers with negative attitudes toward programming may undermine this program objective, rendering the program ineffective (Greenberg, Domitrovich, Graczyk, & Zins, 2005). Even if a teacher is implementing a program according to protocol, as judged by a trained observer, the attitude she or he has is integral to implementation quality.

Gaps in the SEL Literature: The Effect of Training and Implementation

The interaction of training and implementation variables with SEL program outcomes has yet to be studied extensively. For example, a teacher may receive a great amount of training and deliver the recommended number of lessons, but do so with a poor attitude or unsatisfactorily. Moreover, a teacher may be highly competent when delivering the program, yet do so infrequently (cf. Gresham, 2009; Waltz et al., 1993). Most SEL program evaluations have not adequately assessed the relative effect of each of these variables on student outcomes. Past research mostly *describes* how the programs were implemented (Kallestad & Olweus, 2003; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009; Stead, Stradling, Macneil, Mackintosh, & Minty, 2007; Story et al., 2000), yet few published studies report which variables predict program outcomes, as might be outlined in a theory-of-change model (Rossi, Freeman, & Lipsey, 1999). Moreover, although a few studies examined training and implementation variables simultaneously (for a review see Dusenbury et al., 2003), their interactive effect on outcomes was not analyzed. In one study, the number of program lessons taught and the quality of program delivery independently predicted more positive teacher and observer ratings of student outcomes, but interactive effects were not examined (Conduct Problems Research Group, 1999). The dearth of such studies makes it difficult to determine the critical ingredients of an intervention. For example, which affects student outcomes more: the amount of SEL program training a teacher receives, the number of SEL lessons he or she delivers, the quality with which those lessons are implemented, or some combination of the three?

Assessing Training and Implementation of SEL Programs

One challenge in assessing variables surrounding implementation is in their operationalization. In general, implementation quality is more difficult to operationalize than training or dosage, which can be quantified (Mowbray, Holter, Teague, & Bybee, 2003). To illustrate, training information can be obtained from attendance records or sign-up sheets at trainings, and dosage can be defined as teacher reports of lessons taught. Quality indicators, however, often are more difficult to obtain. Indeed, in a review of over 500 studies from 1976 to 2006 that assessed implementation of prevention and health promotion programs for children and adolescents, assessments of quality rarely were included. When quality was assessed, it was defined and measured in various, often unsystematic ways (Durlak & DuPre, 2008).

How should implementation quality be assessed? Having teachers rate the quality of their delivery of lessons introduces potential biases as teachers tend to overestimate their levels of implementation (Sanetti & Kratochwill, 2009), which often are higher than ratings by trained observers (Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008). Similarly, when trained observers rate teacher quality (e.g., Kam, Greenberg, & Walls, 2003), they may lack thorough knowledge of both the program and the teachers to make accurate assessments. According to Waltz and colleagues (1993), raters of quality should be "sufficiently experienced and sophisticated to understand the implications of the contextual variables described in the [program] manual" (p. 628). Program coaches, who are trained as

experts in the program, may be the most knowledgeable judges of implementation quality because their interactions with teachers are more frequent and more personal (e.g., they have discussed with teachers their apprehensions and helped them to devise strategies to overcome them).

The Present Study

The present study extends previous research by examining associations and interaction effects of training, dosage, and implementation quality on intended student outcomes of social and emotional competence during the initial implementation phase (Fixsen et al., 2007), i.e., within the first year of adopting an SEL program. This study focuses on The RULER Approach (Brackett et al., 2011), which is grounded in a theoretical model that posits that acquiring the knowledge and skills associated with recognizing, understanding, labeling, expressing, and regulating emotion (i.e., the RULER skills) is critical to positive youth development (Brackett et al., 2009; Rivers & Brackett, 2011). RULER is an SEL program endorsed by the Collaborative for Academic, Social and Emotional Learning (www.casel.org), an organization comprised of distinguished educators and researchers that provides national leadership on SEL. The positive effects of RULER on both social and emotional competencies and classroom climate are reported elsewhere (Brackett, Rivers, Reyes, & Salovey, 2010; Rivers, Brackett, Reyes, Elbertson, & Salovey, 2011).

In the present investigation, we hypothesized that training, dosage, and implementation quality (i.e., delivery and attitudes), and their interaction, would relate positively to student social and emotional competencies. Training was assessed with attendance records at training sessions; dosage included number of program lessons delivered; and implementation quality was measured by observer (coaches') ratings of both teacher attitudes toward programming and their delivery of the program. Student outcomes were obtained from student self-reports, performance assessments, and report cards. Data were analyzed using a multilevel approach owing to their nested nature (Raudenbush & Bryk, 2002).

Method

Participants

Participants included sixth-grade students (n = 812) and their teachers (n = 28) from 28 elementary schools in a large, urban Catholic school district located in the northeastern United States. The schools were part of a randomized controlled trial (RCT) and the participating students and teachers were in schools assigned to use RULER (i.e., the program group). The full sample participating in the RCT consisted of 64 schools with 32 schools assigned randomly to the program group and 32 assigned randomly to the control group. (*Note:* Neither the individual participants nor the individual classrooms were assigned to groups. Schools were assigned randomly to either the program or control groups. Participating classrooms, teachers, and students were within these schools.) Four schools closed (two control and two program schools) during the course of the project. There were no differences in the demographic characteristics of the schools, teachers, or students between schools assigned to each group, except that the schools in the control group had larger enrollment numbers than those in the program group, $t(62) = 2.82$, $p = .006$. The current study focused exclusively on participants in the program group in the RCT for whom we had baseline data, which yielded 28 teachers and 812 students. We did not include participants in the control group.

On average, schools included 70% (SD = 33%) minority students (range = 5%–100%), and 24% (SD = 33%) of students received free or reduced-price lunch. Schools ranged in size from 178 to 656 students (M = 293.0, SD = 103.3) with a student–teacher ratio ranging from about 11:1 to 25:1 (M = 17.9, SD = 3.4). Participating schools varied in how they structured the school day for their sixth-grade students, such that at some schools, students received instruction from a single teacher for the entire day, and at others, students rotated through two or more

teachers throughout the day. The percentage of students in a school performing below average was based on the percentage of students with Levels 1 or 2 scores on the TerraNova Achievement Test (CTB/McGraw-Hill, 2002), which ranged from 8% to 86% (M = 32.7%, SD = 17.5%) in reading and from 0% to 67% (M = 22.5%, SD = 16.5%) in math.

Teachers were 84.4% female and identified themselves as 81.1% White/Caucasian, 9.1% Hispanic, and 9.1% Black/African American. These demographics resemble the racial and ethnic breakdown provided in 2010 U.S. census data: 72.4% White/Caucasian, 16.3% Hispanic, and 12.6% Black/African American (U.S. Census Bureau, 2011). Most of the teachers had either received their bachelor's degrees and/or were working toward a master's degrees (59.1%), and 31.8% had earned their master's degree or doctorates (9.1% missing these data). On average, teachers had been teaching for 13.1 year (SD = 10.6), with an average of 10.3 years (SD = 9.4) at their current school.

According to school records, students (48.6% female) were 27.0% White/Caucasian, 30.4% Black/African American, 22.0% Hispanic, 7.5% Asian/Pacific Islander, 3.7% multiracial, and 0.1% other race not mentioned (9.0% missing data). The composition of the student sample in this study was roughly similar to the racial and ethnic composition of the study's locale, although Caucasian students were underrepresented: 47.5% White/Caucasian, 28.4% Black/African American, 27.0% Hispanic, 11.1% Asian/Pacific Islander, and 4.9% multiracial (U.S. Census Bureau, n.d.).

Design and Procedure

RULER targets all students and is designed to be implemented throughout a school district. This study focuses on the training and implementation of RULER within the program group at the end of the first year of programming. This study is embedded into a large RCT in which program schools participated in training and used RULER for 2 years before schools in the control condition received the program.

The present study was divided into three waves of data collection: Wave 1 (March 2008) occurred prior to random assignment to condition and served as a baseline. Wave 2 occurred in the fall (September 2008) of the first programming year, as the program was being introduced; and Wave 3 occurred at the end of the first programming year (April 2009). Each wave of data collection lasted eight weeks. Students completed surveys and a performance test of emotion skills at each wave. Report cards were collected at Wave 3, the end of the first year of implementation, and contained data across all waves.

Curriculum Model and Implementation

RULER is grounded in research showing that a core set of emotion skills, recognizing, understanding, labeling, expressing, and regulating emotion, is essential to positive youth development (Brackett, Rivers et al., 2010; Salovey & Mayer, 1990). First, adult stakeholders (i.e., superintendents, school leaders, teachers, and staff) attend two full-day (6 hr per day) trainings on the role of emotion skills in school success, the theory underlying RULER, and on how to foster an emotionally supportive learning environment through the teaching and personal use of program Anchor tools, including the Charter (a collaborative mission statement for the learning environment) and the Mood Meter (a tool for plotting emotions and mood states), among other tools (Brackett, Caruso, & Patti, 2008; Brackett, Caruso, & Stern, 2008). Teachers then attend a second training, which is one full day focusing on the instruction of the Feeling Words Curriculum (Brackett et al., 2011), a literacy-based SEL program that provides teachers with programmatic units that infuse into and complement existing curriculum, including English language arts. The Feeling Words Curriculum helps children to develop emotion skills through an in-depth exploration of terms like *commitment*, *elation*, and *empathy*. These "feeling word units" are the vehicles by which children learn to identify, evaluate, and under-

stand their own and others' thoughts, feelings, and behavior, understand the emotions and points of view of characters in stories, and develop strategies to manage emotions in real-life situations. In the training, teachers learn how to use the curricular units in alignment with their English language arts teaching. Each unit, which focuses on one feeling word, is comprised of five 10- to 20-min lessons. Teachers teach one unit, with its five lessons, across a 2-week period. For instance, for the unit on alienation, three lessons may be completed during the first week and the remaining two the second week (see Brackett et al., 2011, for a review of the units).

The implementation process involves support through coaching. Each teacher works with a certified coach who visits the classroom, models lessons, reviews lesson plans, provides constructive feedback, and offers solutions and resources to help the teacher deliver quality lessons.

In September of the first year of implementation, English language arts teachers in program schools attended the first 2-day training on using emotional literacy and the Anchor tools to enhance the learning environment. Approximately 1 month later, teachers attended the second full-day training on the Feeling Words Curriculum. Of the two available trainings sessions offered, teachers attended an average of 1.87 sessions (SD = 0.87). Teachers in program schools then were paired with a certified RULER coach with whom they met for 45 min after a lesson was observed. Teachers received up to five coaching sessions, with an average of 4.02 sessions (SD = 0.92).

In this study, five female coaches each worked with teachers in up to eight schools. Coaches underwent intensive training with the developers of RULER programming before working in schools. A senior RULER trainer supervised all coaches throughout the duration of the project through regular meetings conducted in person and on the phone, as well as through routine reviews of all written documentation about the coaching sessions (e.g., observation checklists and notes). Each week, coaches submitted to the head coach the written documentation completed during and after each coaching session and classroom observation.

Teachers were asked to cover between 10 and 12 word units per year. Throughout the program year, teachers taught, on average, 7.20 word units (SD = 2.60, range 0–12 units), which yielded approximately 35 discrete emotional literacy lessons (i.e., 7 units × 5 lessons).

Measures

Training. Training was measured by the number of training and coaching sessions teachers attended, as obtained from training attendance records. The maximum training value was 7, including two trainings and five coaching sessions.

Dosage. Dosage was assessed by the number of lessons taught (lessons), as obtained from teacher reports, at the end of the first year of programming (Wave 3). The maximum number of lessons a teacher could teach was 60 (12 units with 5 lessons in each).

Implementation quality. To measure implementation quality, each of the five coaches rated (both at the beginning and end of the school year; i.e., Waves 2 and 3) the extent to which teachers (a) demonstrated buy-in or an open attitude toward the program (1 = *very resistant*, 5 = *very open*) and (b) delivered RULER lessons with high quality (1 = *needs a lot of improvement*, 5 = *excellent*). During each coaching session, coaches reviewed forms that teachers completed for each feeling word unit. At Wave 2, coaches had met with teachers for at least two of the five coaching sessions to assess quality delivery. By Wave 3, the remaining coaching sessions (up to three) were completed. The correlations between openness to programming and delivery at the beginning and end of the year (Waves 2 and 3) were r values (26) = 0.63, and 0.62, p values < .001, respectively.

Because the measure of implementation quality incorporated two items assessed across two time points, a parsimonious measure of

Table 1
Assessing Implementation Quality: Teacher Quality Clusters at the Beginning and End of the Year (Waves 2 and 3)

	Openness		Delivery	
Cluster	Wave 2	Wave 3	Wave 2	Wave 3
Low	1.79 (0.92)	3.33 (0.75)	1.17 (0.39)	2.58 (0.79)
Moderate	2.67 (0.82)	3.64 (0.70)	2.67 (0.49)	3.89 (0.58)
High	4.07 (0.80)	4.87 (0.23)	3.87 (0.74)	4.67 (0.49)

Notes. Based on the nature of cluster analysis, all clusters are significantly different from each other on all criterion variables.

quality was created by subjecting the indicators (i.e., openness and delivery) to cluster analysis to test whether distinct profiles of program quality existed. To select the optimal number of clusters, we first subjected the variables to an agglomerative hierarchical clustering procedure and then inspected the hierarchical tree diagram (Everitt, Landau, & Leese, 2001). A three-cluster solution proved to be optimal. The centroids from the hierarchical solution were entered as initial cluster centers in the final *k*-means iterative procedure. The three clusters that emerged were labeled: low-quality implementers (i.e., teachers who were initially very resistant to the program and delivered it poorly but became open to the program by the end of the school year; $n = 7$), moderate-quality implementers (i.e., teachers who were moderate in their attitudes toward the program and in their delivery of the program from beginning to end; $n = 12$), and high-quality implementers (i.e., teachers who were consistently open to and delivered the program very well from beginning to end; $n = 9$). There was no evidence to support a profile of teachers who were resistant to programming but high in delivery, nor was there evidence to support a profile of teachers who were open to programming but low in delivery. Table 1 summarizes the means and standard deviations for each cluster.

Social and emotional competence. Multiple methods were used to assess students' social and emotional competence. Table 2 summarizes the means, standard deviations, reliabilities, and intercorrelations among these variables at Wave 3.

First, students' report cards contained three items that reflected social competence (i.e., respects the rights of others, interacts appropriately, and complies with school policies) using a scale where 1 = *unsatisfactory*, 2 = *needs improvement*, 3 = *satisfactory*, 4 = *good*, and 5 = *excellent*. (Grades in these three areas were not necessarily given by the English language arts teachers [those who conducted the RULER lessons], depending on the structure of the students' school day and whether they were instructed by multiple teachers.) A composite score was created for the three items by adding the scores.

Social problem-solving skills were assessed with the Conflict Resolution Skill subscale of the Elementary Student Questionnaire of the Child Development Project (Developmental Studies Center, 2000). This eight-item scale presents students with four peer-conflict scenarios (two items per scenario). For each item, students selected one response from a multiple-choice list. Higher scores reflected the selection of more collaborative and compromise-centered responses to conflict, whereas lower scores reflected more aggressive or evasive responses to conflict. Students receiving a school-based program aimed at promoting their social, ethical, and intellectual

Table 2
Intercorrelations, Means, Standard Deviations, and Reliability Coefficients of Students' End-of-Year (Wave 3) Social and Emotional Competencies (N = 812)

	1	2	3
1. Emotional Literacy	–		
2. Social Problem Solving	.28	–	
3. Social Competence	.24	.32	–
M	105.52	2.71	4.08
SD	12.84	0.97	0.86
Range	56.86–127.26	1.00–4.50	1.00–5.00
Cronbach's α	.87	.79	.96

Note. All variables are significant at $p < .001$.

development had higher scores than a control group of students on this scale (Schaps, Battistich, & Solomon, 2004).

Emotional literacy was measured with the Strategic Emotional Intelligence component of the Mayer-Salovey-Caruso Emotional Intelligence Test—Youth Version (MSCEIT-YV; Mayer, Salovey, & Caruso, in press), which is appropriate for children between 11 and 17 years old. The test assesses the extent to which respondents understand emotional information and use that information for planning and self-management. Scores are calculated by combining two subtest scores: emotion understanding and emotion regulation. There are 23 multiple-choice items on the understanding subtest, which assesses the ability to identify both the definitions and causes of emotions. The regulation branch asks respondents to evaluate the effectiveness of several actions in making an individual feel a certain way. Respondents indicate the extent to which the chosen action would help the target character achieve a specified goal using a 5-point scale (1 = *not at all helpful*, 5 = *very helpful*). This section describes six situations, each of which has three alternatives, for a total of 18 items. Performance on the test is calculated by veridical scoring, which is described extensively in the technical manual (Mayer, Caruso, & Salovey, 2005). To explain briefly: emotion experts consulted the empirical literature to determine independently the best responses to each test item and then agreed on the best responses. Scores on the MSCEIT-YV are interpreted similarly to IQ scores with a mean of 100 and standard deviation of 15. Higher performance scores on understanding and regulation correlate positively with psychosocial functioning (Rivers, Brackett, & Salovey, 2008) and with standardized achievement test scores in reading (Peters, Kranzler, & Rossen, 2009).

Teaching efficacy. Teaching efficacy was assessed with the five-item Adaptive Efficacy Scale (Search Institute, 2006), which measures teachers' beliefs in their ability to modify their teaching methods, when needed, to have a positive effect on students. Teachers rated the extent to which they agreed or disagreed with each statement (e.g., "When a student has trouble learning something new, I try a new strategy"; "I am certain that I am making a positive difference in the lives of students") using a 5-point Likert scale (1 = *strongly disagree*; 5 = *strongly agree*). Cronbach's α values were .75 and.78 for beginning- and end-of-year teaching efficacy, respectively.

Analytic Strategy

The main and interaction effects of training, dosage, and implementation quality

on students' year-end social and emotional competencies were examined, controlling for student demographics and baseline scores.

Missing data. Of the 812 students, 173 had missing data, leaving 639 students with any data on the social problem-solving skills and social competence indicators. Missing data were treated with multiple imputation procedures in NORM (Schafer, 2000), which created five complete data files. Multilevel analyses were conducted for each of the five imputed data files and coefficients. Standard errors resulting from each analysis were averaged to provide estimates of the associations among our variables of interest (Schafer, 1999). Furthermore, return rates were lower for the MSCEIT-YV than the other assessments. Of 812 students, 425 had no MSCEIT data at either Waves 2 or 3, leaving only 387 students with MSCEIT data from Wave 1 and either Wave 2 or 3. Our imputations were based on data from these waves for these 387 students. The lower return rates for the MSCEIT probably could be attributed to the fact that teachers (and not the research team) administered this test. Separate imputations were conducted for emotional literacy scores because of low return rates. Comparable results were obtained from both complete and imputed data sets.

Primary analyses. Because of the nested design, we analyzed data using hierarchical linear modeling with full-information maximum-likelihood estimation with separate models for each student-level outcome. We nested students (Level 1) within teachers (Level 2) because we were interested in teachers' implementation of RULER. A three-level hierarchical model (students nested in teachers nested in schools) was unnecessary because there was a 1:1 correspondence between teachers and schools. To analyze the effect of training and implementation variables on our target outcomes, we ran two models: a main effects model and an interaction effects (Training × Dosage × Implementation Quality) model. The first model examined the direct relationships between training, dosage, and quality with student outcomes (Model 1). The second model tested interaction or moderation effects, crossing training, dosage, and implementation quality indicators (Model 2). To determine whether Model 2 contributed incrementally to the explanation of the outcome variable, we examined the change in R^2 by testing the change in χ^2 ($\Delta\chi^2$).

Finally, we calculated effect sizes using the formula:

$$\delta = \frac{\gamma}{\sqrt{\tau_{00} + \sigma^2}}$$

where γ is the association between the predictor and outcome variables, and the denominator is the *SD* of the outcome variable, where τ_{00} and σ^2 are the between- and within-groups variances, respectively, from the unconditional model. Interpretation of δ is similar to Cohen's (1988) *d*: 0.2 is small, 0.5 is moderate, and 0.8 is large.

Results

There were no main effects of training, dosage, or implementation quality on the student outcome variables at the end of the year, after controlling for baseline status (Model 1); however, numerous interaction effects were detected (Model 2), as Table 3 shows. Because quality indicators were coded as dummy variables, we chose the reference variable to be low-quality implementers. All analyses, therefore, are in comparison to this group. Moreover, all student outcomes pertain to year-end status (Wave 3) after controlling for baseline (Wave 1).

Among high-quality implementers, those who taught more feeling word units had students with higher scores on all three student outcomes: social competence (t = 3.83, effect size [ES] = 0.23), social problem solving (t = 5.96, ES = 0.19), and emotional literacy (t = 5.47, ES = 0.16). High-quality implementers who attended more training also had students who scored higher on the measures of social problem solving (t = 2.58, ES = 0.28), emotional literacy (t = 1.82, ES = 0.34), and social competence (t = 1.78, ES = 0.24);

Table 3
Training, Dosage, and Implementation Quality: Main and Interaction Effects on Year-End Student Outcomes (Wave 3)

	Students' Social and Emotional Competence Year-End Scores		
	Emotional Literacy (n = 387)	Social Problem-Solving Skills (n = 812)	Social Competence (n = 812)
Model 1: Main Effects			
ICC[a]%	8.62	11.25	35.86
Intercept	107.19 (2.06)***	2.81 (0.18)***	4.60 (0.19)***
Level 1 (Student)			
Black	0.42 (1.19)	−0.24 (0.14)	−0.11 (0.09)
Hispanic	0.36 (1.45)	−0.19 (0.13)	−0.12 (0.06)
Asian	3.27 (2.27)	0.04 (0.16)	−0.04 (0.09)
Other race	−3.21 (5.83)	0.17 (0.28)	0.32 (0.11)**
Male	−2.04 (1.06)	−0.08 (0.08)	−0.23 (0.07)**
Baseline score[b]	0.62 (0.05)***	0.52 (0.04)***	0.46 (0.06)***
Level 2 (Teachers)			
Training	−0.65 (1.28)	0.03 (0.06)	0.09 (0.07)
Dosage	−0.54 (0.48)	−0.01 (0.02)	0.01 (0.03)
Implementation Quality[c]			
Moderate	0.69 (2.50)	0.05 (0.18)	−0.36 (0.23)
High	0.78 (2.70)	0.14 (0.16)	−0.34 (0.20)
Model 2: Interaction Effects[d]			
Intercept	102.71 (1.62)***	2.69 (0.07)***	4.48 (0.10)***
Training × Low	−7.01 (1.47)***	−0.25 (0.07)**	−0.07 (0.11)
Training × Moderate	8.35 (2.50)**	0.18 (0.15)	−0.04 (0.25)
Training × High	4.24 (2.33)	0.27 (0.15)*	0.21 (0.12)
Dosage × Low	−1.37 (0.25)***	−0.13 (0.02)***	−0.18 (0.04)***
Dosage × Moderate	−0.27 (0.41)	0.11 (0.04)**	0.26 (0.05)***
Dosage × High	2.03 (0.37)***	0.19 (0.03)***	0.20 (0.05)**
Model 1 R^2	39.83	50.66	46.72
Model 2 R^2	87.00	86.01	69.75
$\Delta\chi^2(4)$	16.20**	14.93**	12.91*

Note. Estimated means (standard errors) reported.
[a] ICC = Intraclass correlation coefficient; [b] Baseline (Wave 1) score of corresponding outcome variable assessed; [c] Low is the reference group; [d] Truncated output.
* $p < .05$, ** $p < .01$, *** $p < .001$.

however, the latter two findings did not reach conventional levels of statistical significance ($p < .10$).

Among moderate-quality implementers, those who attended more training had students with higher emotional literacy scores (t = 3.34, ES = 0.68). Moderate-quality implementers who taught more feeling word units also had students with higher scores on both the social competence (t = 4.86, ES = 0.29) and social problem-solving (t = 3.11, ES = 0.12) assessments.

A different pattern was found for teachers classified as low-quality implementers. Teachers in this cluster who attended more training had students with lower scores on

both the social problem-solving assessment ($t = -3.47$, ES = 0.25) and emotional literacy test ($t = -4.78$, ES = 0.57). Moreover, low-quality implementers who taught more feeling word units had students with lower scores on all outcomes: social competence ($t = -4.65$, ES = 0.20), social problem solving ($t = -6.03$, ES = 0.13), and emotional literacy ($t = -5.46$, ES = 0.11).

To investigate possible explanations for the disparate findings among low-, moderate-, and high-quality implementers, we ran post hoc analyses to examine whether differences in teaching efficacy existed among teachers in each cluster. The means for low-, moderate-, and high-quality implementers in teaching efficacy at Wave 3 were as follows: 3.84 ($SD = 0.22$), 4.38 ($SD = 0.34$), and 4.49 ($SD = 0.54$), respectively. Differences among the teacher clusters were significant, $F(2, 20) = 4.13$, $p = .034$. Bonferroni-corrected post hoc analyses revealed low-quality implementers scored lower in teaching efficacy than high-quality implementers ($p = .037$).

In summary, there were no main effects of training, dosage, or implementation quality on student outcomes. However, several interaction effects emerged, such that student outcomes were affected by a combination of the number of trainings teachers attended and of lessons they taught and the quality with which these teachers implemented the program.

Discussion

Although SEL programs have positively affected key developmental outcomes among youth (Durlak et al., 2011), the majority of past investigations did not address the relative importance of training and implementation variables on targeted program outcomes. In this study, we examined whether the amount of training teachers received, the number of lessons students received, and the quality of delivery for one SEL program, RULER, were associated with students' social and emotional competencies. Similar to others' investigations (Hopkins et al., 1988; Kam et al., 2003), we found no main effects for our indicators of training and implementation on expected outcomes. However, we did find numerous significant interactions. Higher attendance at trainings and coaching sessions for moderate- and high-quality implementers, but not low-quality implementers, resulted in students with higher scores on indices of social problem-solving skills and emotional literacy. For moderate- and high-quality implementers but not for low-quality implementers, teaching more lessons also resulted in better student outcomes.

The unfavorable effects of more training among low-quality implementers may be partly explained by teaching efficacy. Post hoc analyses revealed that low-quality implementers were less efficacious about their general teaching practices than high-quality implementers. Low-quality implementers may not have been prepared to deliver SEL lessons without first becoming more confident in their general teaching practices (cf. Buchanan et al., 2009). These findings add to the growing research base on factors that may contribute to effective SEL programming (Collaborative for Academic, Social, and Emotional Learning, 2003; Gager & Elias, 1997; Lewis et al., 1990).

Analyzing training as the number of training and coaching sessions attended *and* dosage as the number of program lessons taught (i.e., feeling word units) was highly informative. For example, we found that among moderate- and high-quality implementers, but not low-quality implementers, the number of feeling word units taught had more significant and positive associations with student outcomes than the number of trainings attended, suggesting that active implementation may be more important than mere attendance at training sessions. Certainly, professional development is critical to learning the instructional strategies of RULER or any SEL program, but it may not be sufficient for affecting outcomes. What appeared to matter more was how training and coaching sessions were actualized in the classroom (i.e., through quality instruction). Assessing quality in terms of both attitudes and delivery, which have been associated positively in other investigations (Botvin et al., 1989), sheds light on how

teachers implement the program with varying levels of openness and skill.

Implications for Teacher Training and Professional Development

When new programs are introduced in schools during the installation and initial implementation stages, there usually exists a high degree of variability in terms of buy-in or openness to programming (Fixsen et al., 2007). Implementing SEL programs can be difficult for teachers who are balancing their time between meeting traditional academic requirements and the new demands of SEL programs. Indeed, asking teachers to integrate SEL into their already busy schedules can be physically, mentally, and emotionally taxing (Ransford et al., 2009). Our findings revealed that having teachers with low levels of openness (program buy-in) and delivery, but who either attended more trainings (including coaching sessions) or conducted more program lessons, resulted in lower levels of positive social and emotional outcomes among students. One strategy for addressing this may be for schools and SEL program providers to focus training efforts during initial implementation on teachers with an open attitude toward programming. Once these teachers have been trained and the program is moving toward full implementation, teachers who report high resistance to programming can begin their training, as concerted efforts are made by program providers and school administrators to increase their buy-in to the program.

There are various reasons that teachers may be resistant and lack buy-in to SEL programs. Effective programming approaches will acknowledge these attitudes, devote attention toward addressing them, and incorporate critical feedback from resistant teachers into program content and instructional strategies (Greenberg et al., 2005). Moreover, additional program-related information, support, and resources could be offered to target resistant teachers. For instance, these teachers could be provided with: (1) more empirical rationale for and real-life examples of the program's positive effect on students; (2) emphasis on the match between program goals and the schools' or districts' goals, values, policies, and philosophies; (3) additional instructional support from their principals or from program coaches to improve their program-specific or general teaching efficacy, if necessary; and (4) connections with teachers who have experienced success with the program, in particular those who were resistant at first themselves and whose attitudes toward programming were transformed. Until initially resistant teachers are more supportive of the program, they should be advised to conduct fewer lessons, with close monitoring and support from a coach.

Although RULER, like many SEL programs, is designed to integrate into existing school curricula, without quality training and ongoing support, its sustainability will likely be at risk (Fagan & Mihalic, 2003; Gager & Elias, 1997; Gottfredson & Gottfredson, 2002). In the past, many schools have applied the "train-and-hope" model (Stokes & Baer, 1977) to teacher professional development; some schools rely solely on the purchase of "kits" that require no additional training. Teaching SEL effectively requires ongoing training, coaching, and monitoring, each of which is critical to successful implementation (Fagan & Mihalic, 2003; Fixsen et al., 2009; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Lewis et al., 1990). Coaching, for instance, provides the opportunity to give teachers immediate feedback on all aspects of program delivery (Strother, 1989). Because many schools employ school psychologists, counselors, and social workers who often are asked to coordinate SEL initiatives or cofacilitate the teaching of SEL, our findings have many implications for these stakeholders who play a key consultative role to SEL program providers, school administrators, and teachers.

Strengths, Limitations, and Future Directions

A primary strength of this study was the multimethod assessment of constructs. Training and implementation variables were assessed with self-reports, attendance records,

and ratings from coaches. Student outcomes were assessed with self-ratings, teacher ratings, and a performance assessment tool. The differential interaction effects found between training, dosage, and implementation quality on student outcomes highlight the intricacies of identifying the key ingredients of effective SEL programming.

One area of future research is how to balance capitalizing on available, existing school data with the need to collect additional data. For instance, in the current study, the social competence items from the report card were selected because they were ratings with which teachers were already familiar and which could be gathered for all students across schools without missing data. However, we acknowledge that this measure is not ideal. For one, we do not know the factors that teachers used to assign scores to each student. In the case of preexisting implementation data that schools have on file, missing data often are an issue. The problem here is determining whether implementation data are missing systematically or at random. To illustrate: (1) are program noncompliers more likely to have missing data than program compliers, or (2) are program noncompliers just as likely to have missing data as compliers? How then can researchers obtain the most essential data available from teachers (or even schools) who may be resistant to programming, data collection, or both? Archival records such as attendance sheets, lesson plans, report cards, and classroom observations are important in order to obtain as much complete data as possible. The drawback with working with these types of archival data are that they usually are not standardized and likely are influenced by the perceptions and biases of the staff recording the information. Implementation data are particularly difficult to assess as implementation processes vary considerably. Different schools implement programs at different rates and in different ways. Future research could compare the use of various forms of archival data with that of more standardized assessments in order to identify best practices for collecting data related to implementation and related outcomes.

Another area ripe for investigation is the assessment of coaching quality and style. Although this study employed coaches' ratings of teacher implementation quality, it did not employ systematic assessments of the quality or style of each coach or the potential biases of their observational ratings, which are not unlikely, given they are invested in the positive outcomes of their efforts and have frequent personal interactions with the teachers they rated. Even though coaches received extensive training and were monitored closely, assessing their implementation of the coaching protocol and the objectiveness of their observational assessments is important for future research. The quality of coaching that a teacher receives could affect that teacher's attitudes and approaches to implementation. Similarly, the biases in the coach's observations could influence how the teacher is categorized with regard to implementation quality. Although an investigation of these phenomena was beyond the scope of the current project, it would be a valuable contribution to future implementation research.

Examining teacher learning outcomes achieved during training and coaching sessions also may be important for determining the key ingredients to effective interventions. It is likely that the quality of teacher trainings as well as the differential effect of the same training on individual teacher learning would influence student outcomes. Thus, future research and practice should include some measure of what skills and knowledge teachers gleaned from training and coaching.

The role of teachers' social and emotional competencies in the successful delivery of SEL lessons also was not studied, but offers another area for future investigation. It is likely that these competencies are associated with multiple facets of program implementation, including attitudes and delivery (Brackett et al., 2009; Durlak & DuPre, 2008). For example, once specific competencies are identified to be associated with high-quality implementation, the teaching of such competencies could be integrated into teacher training. Such competencies also may serve as moderators of implementation quality on

student outcomes, or as mediators such that an SEL program may shift the skill set of teachers, making them more effective in the classroom.

Finally, this study focused exclusively on participants assigned to the program group in the RCT; we did not include participants from the control group. Ideally, implementation is analyzed systematically in both program and control groups. For this particular program, the inclusion of a control group would facilitate the building of an evidence base for establishing the effectiveness of the RULER intervention. In general, the inclusion of a control group would allow for a more advanced understanding of the true effect of SEL training and its implementation on student outcomes (see Cordray, 2000). One way to account for this variation is to create implementation measures that capture the essential elements of both SEL programs and related, standard teaching practices, to administer them to both conditions, and then to use these data as potential moderating variables in analyses (O'Donnell & Lynch, 2008). This approach, however, would require careful monitoring of both the program and control conditions, which is an added research cost.

Conclusion

Teachers play an important role in SEL programming, as they are the intermediaries between students and the program. The adoption of SEL programs can be met with either enthusiasm or resistance among teachers. The components of SEL programming framework used in this study, which was composed of training, dosage, and implementation quality (attitudes and delivery), proved useful in evaluating the success of RULER, one of many promising SEL programs. Our findings suggest that mere delivery of SEL lessons is not sufficient for cultivating benefits for students. Lessons must be taught frequently and delivered with quality. Further research is warranted on the many facets of program implementation and their associations with the effectiveness of SEL programs.

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It's About Self-directed Learning

Diane
Tavenner

Posted by on Dec 18, 2012 in Blog, Summit Public Schools

> *"This is about students **learning** at their own pace, not **working** at their own pace."*
> ***– Summit San Jose Math Teacher***

Three weeks into the school year, a student in our Optimized Learning math pilot raised his hand and said to a teacher, *"I think I am behind."*

That simple statement led to a larger conversation and a good look at this ninth grader's schooling history. When digging into his past, it became evident he had always been behind. And yet, he just kept moving forward through social promotion and low D grades. For the first time, we were asking him to be accountable for his own learning and drive his success. For the first time he wasn't sitting in a classroom where the curriculum was moving forward even though he wasn't learning it, and for the first time it occurred to him that he wasn't making progress.

It was a defining moment for both this student and me.

I strongly believe that if we are to achieve our mission of preparing every student to be successful in college, career and life, they need to become self-directed learners. It is beginning to happen, student by student, when they are ready and in their own way.

When we launched our Optimized math pilot in the beginning of the school year, we gave students full autonomy over their learning. Some students did exceedingly well right away; this was the type of program they had needed their entire school career.

Mostly, students struggled almost immediately. Never before had they been expected to be so accountable for their learning, nor go so far as to drive it.

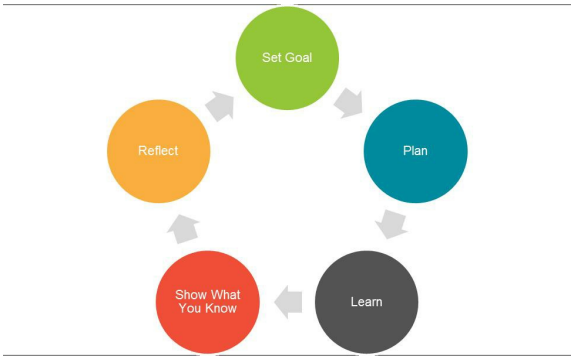
Our students recognized that 'Optimized' was significantly different than their other classes. They liked it in theory, and I would venture to say, craved this type of personalization. They also in theory liked the ability to drive their own learning.

However, they didn't know what to do next. Owning your own learning is a new and heavy burden for students to carry. It is an unfamiliar and a large responsibility.

Students needed a roadmap that provided for them the behaviors, skills and even structures that led them down a path towards being self-directed learners.

We have gone through several iterations of this 'roadmap' to find the right balance between giving students autonomy and providing scaffolded support.

Here is what we are using today in our Optimized math pilot:



1. **The Learning Cycle:**
   When providing students full autonomy to drive their learning, it is vital that they also own the process of learning (a role that has more traditionally resided with educators) and use that as a tool to meet their learning goals. The Learning Cycle is a tool our students can use to develop short-term goals, develop a plan to achieve these goals, record and track progress toward these goals, show evidence of what they have learned, and ultimately, take an assessment and reflect on their efforts. The Learning Cycle roughly follows a Monday to Friday schedule because it is long enough to meaningfully learn and short enough to stay focused.
2. **Autonomy and Support Continuum:**
   Just as students need personalized learning pathways, they also need personalized supports and scaffolds to help them with the process of learning. These supports must also ultimately help students become self-directed learners. To do so, we have created an Autonomy and Support Continuum that directly connects learning with successful self-directed behaviors students need to drive their success in college and career.
3. **Intervention Strategies:**
   Connected to the Autonomy and Support Continuum, the next level of support to help students develop successful self-directed behaviors is an intervention structure. There are currently two levels of interventions, Tier 1 and Tier 2, that are available to students when they a struggling to get back on track and meet their learning goals.

Wondering what this all looks like? Here is a week in the life of a Summit student:

Monday: Setting a Goal & Planning

Setting a Goal:

Each Monday, a student sets a primary and secondary learning goal for the week. This learning goal is connected to their personalized Math Guide. Students also sit together by their learning goals in the Intersection.

A student who has demonstrated successful self-directed behaviors (*more below under Autonomy & Support Spectrum*) is given the autonomy to set their learning goal. They do so by asking two questions:

1. According to my math guide, what Focus areas have I passed?
2. What Focus areas do I still need to pass?

For those students who are not ready to direct their own learning, a math teacher sets their learning goals and provides coaching around why that goal was selected for them. This coaching is an important part of moving students along a continuum towards self-directed learning.

Plan:

Once a learning goal has been set for the week, students then develop a plan to achieve that learning goal. A

learning plan details:

1. The resources students will use throughout the week to learn their goal. This can include Khan videos, practice problems, sample assessments, guided questions and lecture notes. Students are encouraged to choose resources that work best for them as a learner.
2. The type of work and activities students will do to most effectively utilize each resource. For example, if a student chooses a Khan video, the type of work may be to take notes and write down examples.
3. The suggested time students are going to take to work through each resource. Students create a checklist for how they will most wisely use their two hour math block each day. This ensures they stay on track towards accomplishing their goal.

Again, a student either develops this learning plan on their own, if he or she has demonstrated self-directed behaviors, or develops it with the coaching of a math teacher.

Tuesday – Thursday: Learn

Students use their Learning Plan to get to work! This can include working through the resources available in a Playlist, collaborating with peers for peer-to-peer coaching, accessing the Tutoring Bar to work through a specific challenge or problem with a teacher, and lastly, participating in a workshop focused on conceptual, real-world application.

Friday: Show What You Know & Reflect

Show What You Know:

Students are encouraged to master their learning goal by Friday, setting them up to successfully set another goal for the following week.

When a student feels they are ready to demonstrate their knowledge on a learning goal, they can take an assessment. This can happen any time during the week, but we do encourage all students to take an assessment on their learning goal by the end of each week.

All assessments are accessible on-demand through our online student portal (Illuminate). Students receive immediate feedback on their performance, if they passed or did not pass the assessment, as well as a more detailed explanation of what their strengths and weakness were on the assessment.

Reflect:

A student reflects each Friday with the coaching of his or her Math Parent (a role our math team plays). We have intentionally built into the learning cycle the time to reflect on weekly progress, including students' overall learning experience, what worked well and what can be improved and anything else that can inform a next learning goal. This includes:

- Which learning tools worked best for me?
- When did I have the 'aha' moment in learning?
- When did I know I was ready to take an assessment?

- If I didn't pass my assessment, what did I do or not do?
- If I passed on a second, third or later try, what did I do differently?

Self-directed Supports & Structures

Summit Public Schools

Autonomy and Support Spectrum for Learners

Autonomous (Self-Directed) — *High Support (Teacher-Directed)*

Gold	Silver	Purple	Orange
Step 1 – Set goal			
Learner sets goal	Learner sets goal and teacher confirms it	Learner receives goal from teachers and can advocate to alter or change it with teacher approval (must confirm this to get a point)	Learner receives goal from teacher (must confirm this to get a point)
Step 2 – Plan Schedule			
Learner sets schedule	Learner sets schedule and teacher confirms it	Learner receives schedule from teacher and can advocate to alter or change it with teacher approval	Learner receives schedule from teacher
Step 3 - Learn			
Learner accesses help from teachers via g-chat and at the tutoring bar	Learner accesses help from teachers via g-chat and at the tutoring bar	Each day learner is prepared to show teacher work and assignments and discuss progress on schedule as requested by teacher	Each day learner shows teacher all work and assignments from the schedule and discusses progress with the teacher
Step 4 - Assess			
Learner decides when to take the assessment	Learner decides when to take the assessment	Learner takes the assessment related to his/her goal no later than the last day of the week	Learner takes the assessment related to his/her goal no later than the last day of the week and after completing the assigned schedule
Step 5 - Reflect			

Throughout the week, and the Learning Cycle, students are receiving varying levels of autonomy and support to help them achieve their goal, what we call our Autonomy and Support Continuum.

The continuum contains levels of supports that students move through as they learn and demonstrate successful self-direct behaviors.

It starts with students who need to be highly-supported through their learning and ends with students who are autonomous, self-directed learners. Students move in real-time along this continuum.

The levels of support are broken into color bands – Orange, Purple, Silver and Gold – that include criteria for how students are supported in each color band. A students color band is connected to points they earn (or negative points) as they both move through the Learning Cycle and demonstrate observable successful (or unsuccessful) behaviors. We are using Kickboard to track the points.

Students earn points for:

1. Demonstrating responsibility by taking attendance each day

2. Setting a learning goal and confirming it with their math teacher
3. Developing a learning plan
4. Asking specific content-related questions at the tutoring bar
5. Passing an assessment on a learning goal each week, or passing an additional assessment beyond their weekly learning goal
6. Completing their reflection at the end of the week
7. Exuding behaviors that contribute positively to the learning environment
8. Working with peers

Self-directed Intervention Strategies

To help students develop successful self-directed behaviors, there are additional interventions in place connected to the Autonomy and Support Continuum. There are two levels of intervention, Tier 1 and Tier 2. Both Tier 1 and Tier 2 Intervention Specialists share the same online data system and are working together at all times to gauge which students need additional coaching and support.

This first level of intervention is for students who struggle the most with self-directed learning. Each day, our Tier 1 Intervention Specialist checks in with a student by asking:

1. Where are you on your learning plan?
2. What is the evidence of your work?
3. What decisions have you made that have helped you?
4. What do you need to do next?

If the student does not show evidence that he or she is working through the learning plan, is on track to pass an assessment, or is following the initial recommendations of the Tier 1 Specialist, the student is escalated to our Tier 2 Intervention Specialist.

This teacher provides targeted content support and on-the-spot 1:1 tutoring for students who are still struggling. He or she also provides additional recommendations for how they can get back on track, which can include:

- Sending the student to the tutoring bar
- Pairing the student with a peer who can help
- Doing a 1:1 coaching session to discuss broader learning goals, what it means to truly learn a focus area and how to better make progress towards a learning goal

The Tier 2 Intervention Specialist has access to instantaneous data from the tutoring bar and the assessment room about students' learning gaps and can analyze the trends from both to see where a large number of students are struggling.

Final Thoughts

If you read through this all, I'm impressed! It's a lot, I know. I wanted to provide more, rather than less information. My hope is this will either spark a conversation on what more we can do to enhance our Optimized program, or help you with your own efforts in your schools.

I will leave you with this.

I am often asked if all students are self-directing their learning. The answer right now is no. We are only 16 weeks into the school year. But our students are closer than they have ever been before. In a self-directed learning model, students now have the intrinsic motivation to learn and to drive their own success. That is a step in the right direct.

Read the first post in this series "Embarking on Year Two: Moving Beyond Blended Learning" and stay tuned for our next blog post to learn more!

Written by Diane Tavenner

Founder & CEO of Summit Public Schools

Michael & Susan Dell
FOUNDATION

September 2012

Blended Learning in Practice:

Case Studies from Leading Schools

Brad Bernatek · Jeffrey Cohen · John Hanlon · Matthew Wilka

featuring Rocketship Education

prepared by FSG

Background

Rocketship Education

Blended Learning at Rocketship Discovery Prep

On a winter morning in San Jose, a class of first-graders pioneers a different vision for the future of education. As the class lines up along a hallway wall, their teacher waits for silence.

Once the students settle down, they file into the Learning Lab, a large rectangular room filled with computers, and each takes his or her place, donning a pair of headphones. Three other classes are already seated at computers, engaged in small group tutoring or reading independently while a fourth class is filing out into the hallway, preparing to move to their next class. One by one, students log in and are transported to a lesson in one of several math and literacy online curricula offered to Rocketship students. Students within the same class may work in different programs or on different lessons within the same program, depending on their needs. Individualized Learning Specialists (ILSes), part of Rocketship Discovery Prep's staff, roam the room, checking on progress and coaching students who appear to be struggling. Two other ILSes work intensively with small groups of students as part of Rocketship's Response to Intervention (RtI) program.

Through online practice, classroom instruction, and intensive supports, these students are experiencing an innovative model of how to individualize learning – a model designed to ensure that students get practice in exactly the areas in which they need help via technology and tutoring, while also allowing teachers to focus on teaching higher-order thinking skills. This model is the brainchild of a technology executive and a school principal, who together saw a way to apply the lessons learned from business model innovation in the technology sector to education, with the goal of closing the achievement gap in our lifetime.

Rocketship Education at a Glance (2011-12 academic year)

CMO

NAME *Rocketship Education*

FOUNDED *2006*

LOCATION *San Jose, CA*

NETWORK *5 schools serving 2,400 K-5 students in San Jose, CA. All schools in the Rocketship network use a blended learning model.*

DEMOGRAPHICS *85% Free/Reduced Lunch, 70% English Language Learners, 4% Special Education*

GROWTH PROJECTION *30 schools serving 15,000 students by 2015.*

CEO *John Danner*

MISSION *To close the achievement gap in our lifetimes by operating clusters of Rocketship schools in the 50 largest US regions by 2025.*

School Profiled

NAME *Rocketship Mateo Sheedy (RMS) and Rocketship Discovery Prep (RDP) (2 separate schools)*

FOUNDED *2007 (RMS); 2011 (RDP)*

LOCATION *San Jose, CA*

STRUCTURE *Each school opens as fully-enrolled K-3 program; expansion at 1 grade/year through 5th grade. In 2011-12, RMS had 507 K-5 students and RDP had 420 K-3 students.*

DEMOGRAPHICS *RMS: 90% Free/Reduced Lunch, 64% English Language Learners, 4% Special Education, RDP: 83% Free/Reduced Lunch, 72% English Language Learners, 6% Special Education*

PRINCIPAL *Maricela Guerrero (RMS), Joya Deutsch (RDP)*

BLENDED LEARNING *"Lab Rotation" model for Math and ELA*[1]

Building a Blended Learning Model

Rocketship Education was founded in 2006 by John Danner, a technology entrepreneur, and Preston Smith, a principal and Teach for America alumnus, to establish a national network of high-performing urban college preparatory elementary charter schools. Its mission is to eliminate the achievement gap in public education by opening K-5 elementary charter schools in high-need neighborhoods throughout the country. Previously, Danner was the founder and CEO of NetGravity, an Internet advertising software company. After he took NetGravity public and sold it to Doubleclick in 1999, Danner began a second career in education, first as a teacher in the Nashville public schools and then as the founding director of KIPP Academy Nashville, a charter middle school. Rocketship was founded to be what one might call a "second-generation" charter school network, designed to address the challenges and learn from the experience of pioneering networks like KIPP. Specifically, Danner and Smith set out to develop a model to address what they see as the two most fundamental barriers to scaling charter school networks – staffing and funding. Their twin goals were to leverage a limited pool of high-quality teachers and to have each school operate solely on district, state and federal tax revenues without the need for ongoing philanthropic support to cover operating expenses.

[1] The 2012 Innosight Institute report, Classifying K-12 Blended Learning, characterized different types of blended learning models: the "lab rotation" model involves students rotating "on a fixed schedule or at the teacher's discretion among locations on the brick-and-mortar campus. At least one of these spaces is a learning lab for predominantly online learning, while the additional classroom(s) house other learning modalities."

Rocketship's first school, Rocketship Mateo Sheedy Elementary School (RMS), opened in August 2007. In 2009, Rocketship received a $5M grant from Reed Hastings and the Charter School Growth Fund for the creation of six additional elementary schools in San Jose. In the 2012-13 school year, Rocketship will have seven schools open in San Jose, California, serving roughly 3,500 students.[2] Its second school, Rocketship Sí Se Puede Academy, opened in the fall of 2009, and a third school, Rocketship Los Suenos Academy, opened in the fall of 2010. Rocketship opened two additional San Jose schools, Mosaic and Discovery Prep, in the fall of 2011, with two more schools, Brilliant Minds and Alma Academies, following in the fall of 2012. The CMO intends for its network to expand to 30 schools by 2015. Because Rocketship's model is consistent across all its schools, this case study will draw largely from RMS, as it is the longest-established school, though some of the descriptions and quotations come from a site visit to Discovery Prep, a more recently founded school.

Rocketship schools have demonstrated impressive results on the California state assessments.[3] For the 2009-2010 school year, RMS earned an API score of 925 and Rocketship Sí Se Puede Academy earned an 886 in its first year of operation. In 2010-11 Rocketship had an aggregate API of 863 for its three schools compared to an average 803 in nearby districts and 808 for California.[4] Rocketship attributes its success to three core pillars of the Rocketship Public School Model: deep parental involvement in the school and in the community which can enable the community to transform the political system, develop great classroom and school leaders, and individualize instruction with tutors and technology.

Rocketship's Four Values

I. Respect
II. Responsibility
III. Persistence
IV. Empathy

Rocketship focuses on elementary school students based on the evidence that students must be set on a path toward college well before 6th grade.[5] They believe that, while the traditional school model can often adequately serve students performing at grade-level, low-income students, who are traditionally behind academically, need individualized instruction and targeted interventions if they are to catch up with their more affluent peers. Most of Rocketship's current students are English Language Learners from low income families who arrive at a Rocketship school from

[2] In the 2011-12 school year, Rocketship had five schools open in San Jose, California, serving roughly 2,400 students.

[3] SRI International is also currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report, expected to be published in late 2012, will compare performance between Rocketship schools and a control group of similar schools.

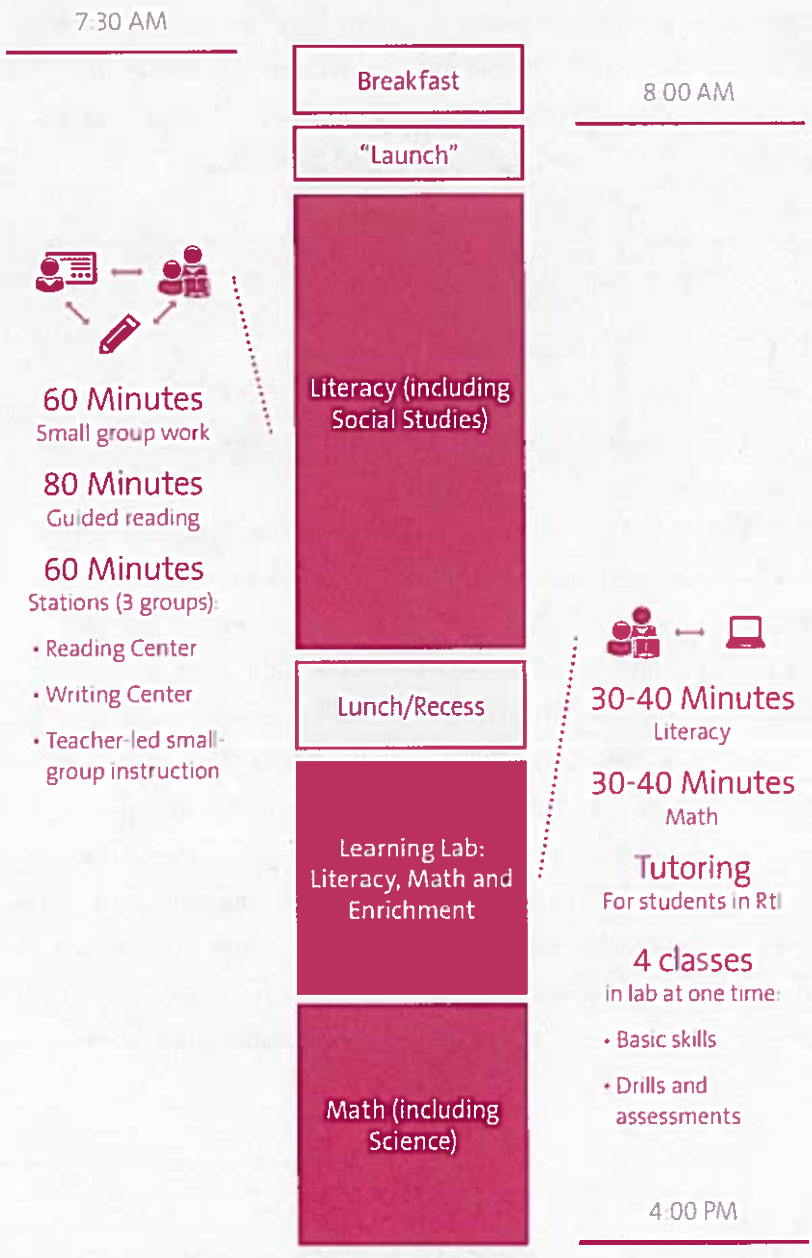
[4] Nearby district average of 803 is an average of the APIs for the elementary schools in Alum Rock Unified, San Jose Unified, and Franklin-McKinley. The California API is for grades 2-6 only.

[5] Snow, C., Burns, S., Griffin, P. (1998) Preventing Reading Difficulties in Young Children. National Research Council.

Fig. 1

Rotational Blended Learning Model at Rocketship

Rotations will be explained in detail in the "Instructional Model" of the case study



half a year to a year and a half behind their peers, as measured by the NWEA MAP and DRA assessments.[6] Rocketship's goal is to prepare these students to score at the "proficient" or "advanced" levels by the time they leave Rocketship, so they are prepared to succeed in middle and high school and to graduate from a four-year college.

Rocketship's day is designed to support this goal. In each grade, students form heterogeneously grouped classes, and may be placed into small 'same level' groups for classroom instruction. Students benefit from an extended, 8:00am-4:00pm school day with a block schedule consisting of two 100-minute blocks of classroom-based literacy instruction (which also includes instruction in social studies and the arts), one 100-minute block of classroom-based math instruction (which also includes instruction in science), and a 100-minute block of Learning Lab. Thirty to forty minutes of that block are spent in structured play which Rocketship calls the Enrichment Center. The remaining sixty to seventy minutes are split between math and literacy activities, which students undertake on the computer. As Preston Smith, Rocketship's co-founder explains,

[6] Rocketship is transitioning to STEP literacy assessment in 2012-13.

the Learning Lab features programs that "can tell within the first few questions if a child knows the material - that way they can move up - or if a child doesn't quite get the concept - they'll move down a little bit. The opportunity to individualize their instruction and then adapt in real time is something we can't do in our classrooms but you can do it with a computer.[7]" Also during this time, students who are placed into Tier II of Rocketship's Reponse to Intervention (RtI) model receive small group tutoring, rather than online instruction.

Rocketship believes that through individualized instruction and blended learning, it can enable students who enter in kindergarten to achieve accelerated growth and perform above grade level by the time they depart Rocketship. That clarity of focus gives a Rocketship school "the ability to have everyone working toward the same goal," as Joya Deutsch, Principal of Discovery Prep, describes it. Rocketship's Learning Lab, RtI model, differentiated staffing approach, and innovative financial structure all contribute to and enable individualized instruction. The subsequent sections of this case study examine the instructional, operational, and financial dimensions of Rocketship Education's blended model.

[7] Preston Smith's comment is based on a video linked from the Rocketship site. http //vimeo com/30557533

Instructional Model

Rocketship Education

Instructional Model

Rocketship focuses on elementary school students based on research that shows that this age range presents the best opportunity for bringing students to grade level in literacy and math.

Instructional Quick Facts

MODEL *K-5 Lab Rotation model*

PEDAGOGICAL APPROACH *Small group instruction with a strong focus on literacy and reading*

INSTRUCTIONAL TIME *30-40 daily blended minutes for Literacy and 30-40 for Math; 200 daily classroom minutes for Literacy and Social Studies and 100 daily classroom minutes for Math and Science*

STUDENT TO ADULT RATIO *On average, RMS has 24 students: 1 teacher during live instruction, while RDP has 26 students: 1 teacher.[8] There are 5 ILSes to approximately 100 students in the Learning Lab.[9]*

INSTRUCTIONAL ROLES *Differentiated staffing model using Teachers and Individualized Learning Specialists supported by an Academic Dean and an Assistant Principal*

The model is designed with the expectation that students will arrive at Rocketship anywhere from half a year to one and a half years below grade level and strives to eliminate that gap by the end of second grade. As Rocketship schools seek to open fully enrolled in grades K-3, Rocketship schools also work with older students who may enter significantly below grade level. Overall, Rocketship endeavors to graduate its students at or above grade level, fulfilling the aspiration that "students graduate from fifth grade at Rocketship on a new trajectory."[10]

To achieve this goal, Rocketship seeks to provide individualized instruction in three ways: in the classroom, online and via small group tutoring for students in their school's Response to Intervention (RtI) program *(See Figure 2 for details)*. To determine how best to meet each student's needs, Rocketship relies on an extensive assessment system *(See Appendix 2 for details)*. At the beginning of the year, students are placed into heterogeneously-grouped homerooms which travel together to daily Literacy/Social Studies and Math/Science periods, as well as to Learning Lab. Rocketship teachers review summative assessment data from the previous year and the results of the norm-referenced NWEA MAP in math and reading to understand their classes'

[8] Because teachers work with more than 1 class per day, to arrive at the average student to adult ratio for live instruction, we divide the total enrollment by the total number of classes

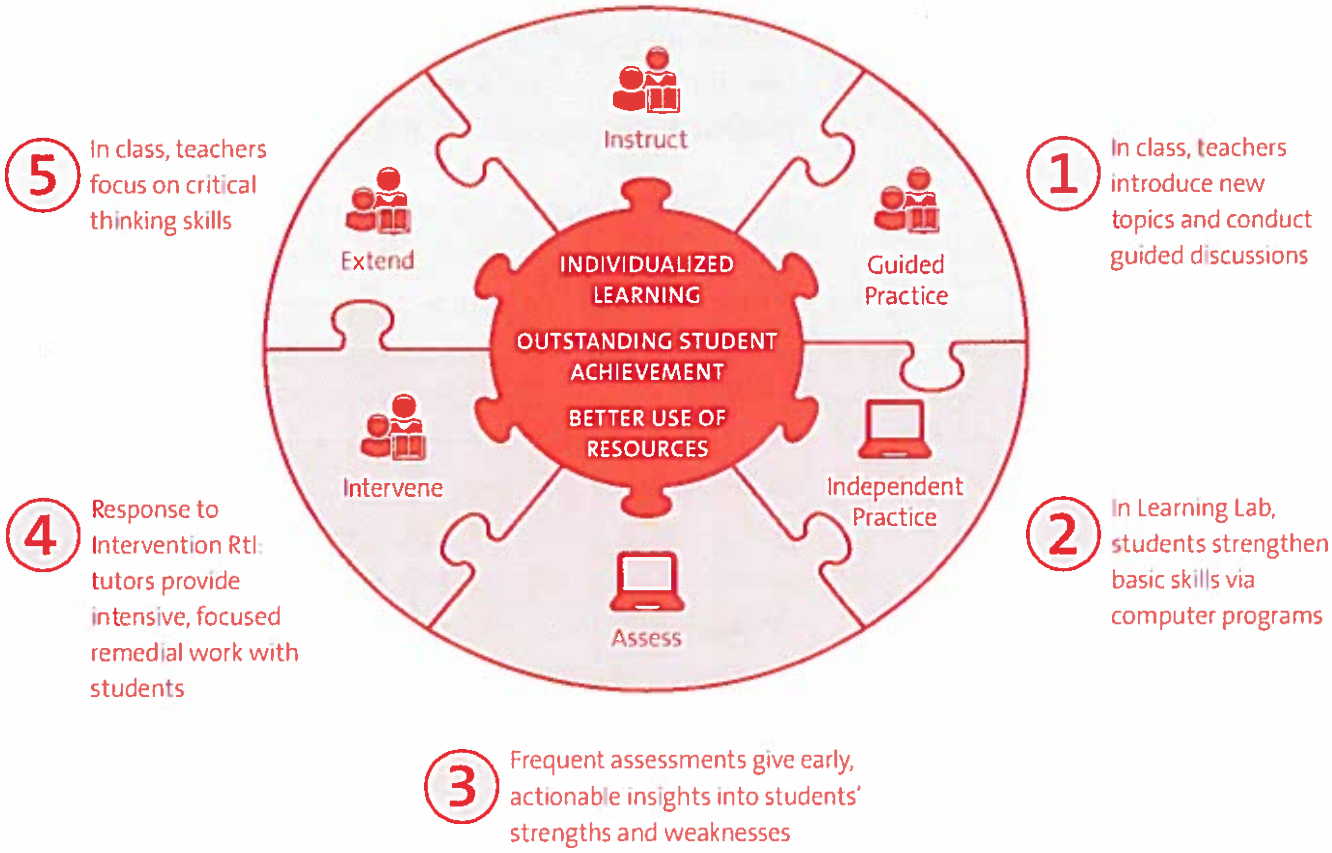
[9] At any given time there are four classes in the Learning Lab and so the actual ratio of ILSes to students will vary based on which classes are in the room.

[10] Rocketship Website: http://www.rsed.org/individualization/Student-Outcomes.cfm

current achievement levels. For more granular information on reading skills, students take the DRA assessment, and for math students take an internally developed math benchmark.[11] Teachers use data from these assessments to understand the baseline achievement of their students as well as specific areas of strength and weakness. Based on this data, teachers may place students into small, homogeneously leveled groups for classroom instruction and may also recommend students for the school's Response to Intervention program. To assess whether students are on track to make targeted gains during the year the NWEA MAP assessment is administered in September, January, and June. Every eight weeks, Rocketship also administers assessments in reading and math.

Fig. 2

Rocketship Blended Learning Model and Individualized Instruction



[11] In 2012-13, Rocketship is transitioning to STEP (Strategic Teaching and Evaluation of Progress) from DRA (Developmental Reading Assessment) and to the Curriculum Associates benchmark from an internally developed math benchmark.

Instructional Delivery:

Extensive Use of Data Facilitates Individualization During Live Instruction

In most elementary schools teachers teach all or most subjects to a single class; in Rocketship schools, teachers focus on instruction of students in a few core subjects, more like secondary school teachers. This means that rather than remaining in one classroom with one teacher, as in the traditional elementary school model, Rocketeers, as the students are known, travel from classroom to classroom throughout the day and it is the teachers who remain in the same classroom. As John Danner, Rocketship's co-founder explains it, having teachers focus on specific subjects means that "...they start to get really good at teaching literacy and really good at teaching math because they are doing it all day long with multiple kids, [and] they start to see the same patterns."[12] Students attend a daily double block of literacy and social studies instruction and a single 100-minute period of math and science instruction. Rocketship schools work hard to ensure that transitions from one class to another are quiet, orderly and quick, requiring students to practice them extensively early in the school year.

Classroom instruction is individualized through 'same level' grouping within the classroom, the preparation of different lessons for each group, and additional small group time for students who are struggling. The standard Rocketship instructional approach is for teachers to plan their lessons for at least three groups of students, who are focusing on different daily goals appropriate for their current level of mastery as they strive to meet the same overall grade-level standards. Sometimes the teacher delivers instruction to the entire class at once and at other points, the class breaks up into three groups, with two groups working on activities at stations and one receiving teacher-led instruction. Student groupings are adjusted at least every eight weeks using the results of bi-monthly assessments.

Approach to Small Group Instruction

Small group instruction is one method used by Rocketship teachers to ensure that all students are working at their current level of mastery in pursuit of the same overall classroom goal. For a first grade lesson on two-digit subtraction, the teacher may choose to introduce the concept to the whole class at once, and then break students into deliberate, pre-determined groups for time at strategically chosen learning centers. Several students may travel to one table where the teacher meets them to review a lesson on simple subtraction with them that they did not master last week. Another group of students, ready for a preview of next week's topic, may move to a cluster of tables by the classroom cabinets for an experiential lesson on measurement. This group may be given the task of measuring objects around the classroom - the desk, the bookshelf, the cabinets, even their pencils – and then recording their findings with the correct unit of measurement, checking each others' work as they go. Across the room, yet another group of students may be given time to practice subtraction and addition by "fishing" for math

[12] Comments from John Danner are based on a video linked from the Rocketship site: http://vimeo.com/30557533

problems. To set the stage, the teacher transforms an area of the classroom carpet into a pond, and students pick up a paper fish with a two digit subtraction or addition problem on it. After they've "fished" for the problem, they solve it together, and throw the fish back so the next student can take her turn. This approach to instruction plays out in different ways in classrooms across the Rocketship network, but the goal is the same: to enable students at Rocketship to spend time in the classroom actively learning at their own developmental level.

To facilitate this adjustment, and to inform the overall instructional approach taken in each classroom, teachers, Individualized Learning Specialists and school leaders review and discuss these bi-monthly assessments during Data Day. This day-long meeting is used for early identification of at-risk and high-performing students. Teachers present their updated assessment walls (a method of visually mapping the progress of each student in the class), and confer with the Academic Dean, the Assistant Principal[13] and the Principal to identify trends, strengths and concerns. Teachers also use the assessment walls to share challenges and successes and collaborate in planning next steps for individual students and classes. Finally, teachers complete their Data Analysis Form which requires each teacher to track the student data from their interim assessments, identify positive trends and challenges, and then identify specific 'bellwether' students and specific 'focus' students. Bellwether students are chosen to reflect different groups of students in the classroom, and their progress will act as an indicator of whether specific approaches or interventions created for similar students in the class are having the desired effect. The teacher may assess these students more frequently in order to understand how the group of students represented by the bellwether student may be progressing. Teachers usually identify 3-4 bellwether students in each class during each Data Day. Focus students are those students who are struggling the most and may be in need of specific additional interventions. For these students, the teacher plans additional support and differentiation that can help accelerate their growth.

The Individualized Learning Specialists look at school-wide and classroom data alongside teachers and also review the growth data of students who were placed in RtI in previous cycles. Students may be moved from one RtI tier to another based on the results of this analysis. In addition to the bi-monthly Data Day, staff has an early dismissal day once a week. Subject area teachers use this time (each Friday from 2 to 5pm) to compare student data, discuss students, and discuss instructional strategies, interventions and enrichment.

Role of Online Instruction:

Technology provides a complementary, and customized, learning experience for each student in the Learning Lab

The Learning Lab is a dedicated multi-purpose room[14] that can accommodate up to four[15] classes of students at once and is staffed by a team of five

[13] These roles are explained more fully in the Operational Model section.

[14] Rocketship constructs its own new school facility for each school that it opens.

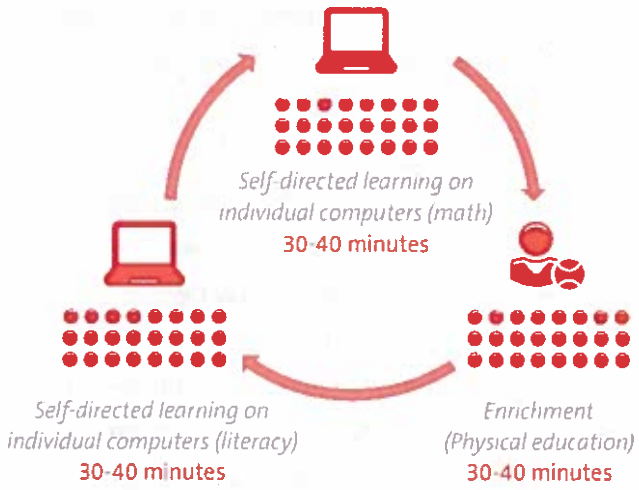
[15] Beginning in 2012-13, Learning Labs will serve up to 130 students at any given time and be staffed by 6 ILSes.

Individualized Learning Specialists (ILSes). Classes of students cycle in and out of the Learning Lab over the course of the day, depending on their block schedule. The schedule is staggered so that classes are coming and going from the Learning Lab in 40-minute intervals. These transitions are well-rehearsed and carefully monitored by staff with each incoming class lining up along the wall near the door to the Learning Lab and entering when the students are quiet and in a straight line.

During each student's 100 minute Learning Lab block, he or she rotates between online instruction, the Enrichment Center (e.g. physical education) and time with small group tutors, for those students who are selected for the Response to Intervention (RtI) program *(See next section for details)*. Figure 3 outlines the flow of student time in the Learning Lab, and demonstrates how the room's physical layout supports the various activities students undertake while in the Learning Lab.

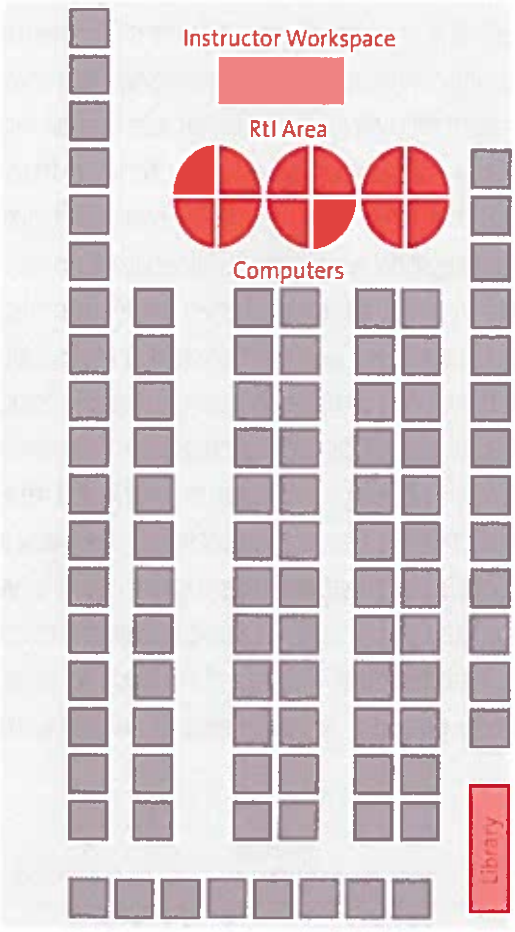
Fig. 3

Blended Learning Rotation



In Rocketship's 100 minute Learning Lab block, multiple classes rotate through online instruction and enrichment. Students in the RtI program will go to small group tutoring in the RtI area instead of online instruction.

Learning Lab Setup, Rocketship Discovery Prep



In the Learning Lab each student[15] has a computer and accesses web-based online curricula focused on building skills in math and literacy. *(See Appendix 2 for a complete list of digital content).* When students enter the lab, they sit down in front of the computer assigned to them, put on their headphones, and log in. Students progress through a single sign-on process *(See Figure 4)* in which they pick their school, class, name and then an icon which serves as their password. The system then calls up the program to which they are assigned and serves up the first lesson. The extent to which a student's online experience parallels instruction received in the classroom varies. Some programs are entirely adaptive, which means that the program guides the student based on its own scope and sequence and definition of mastery. Others offer more 'assignability', which affords Rocketship somewhat greater control over the particular lessons to which students are assigned at any given time. In these cases, Rocketship works with the vendor to map individual lessons within the online program to units of study in the classroom. The CMO then shares the year's expected pace of classroom instruction so that the online programs cue up lessons roughly related to the goals of the unit teachers are covering at that time. Because students work at their own pace during the online lessons, Rocketship's aspiration is that the online programs will create individualized pathways for each student to support them in mastering the same standards to which they are exposed in the classroom. While some progress was made during the 2011-12 school year, work will continue in the year ahead with the goal of creating an ever more consistent alignment of online and teacher-led instruction over time.

Students will spend about two-thirds of their time in Learning Lab working with online math and literacy instruction. For additional literacy practice, students may spend a portion of their time on independent reading. The Lab contains a leveled reading library, and students may choose a book appropriate for them and complete Renaissance Learning's *Accelerated Reader* reading comprehension quizzes to demonstrate their understanding of what they have read. No matter what they are working on, the goal of time spent in the Learning Lab is for students to have the chance to work on those skills and concepts most applicable to their particular ability level.

Supporting Special Populations:

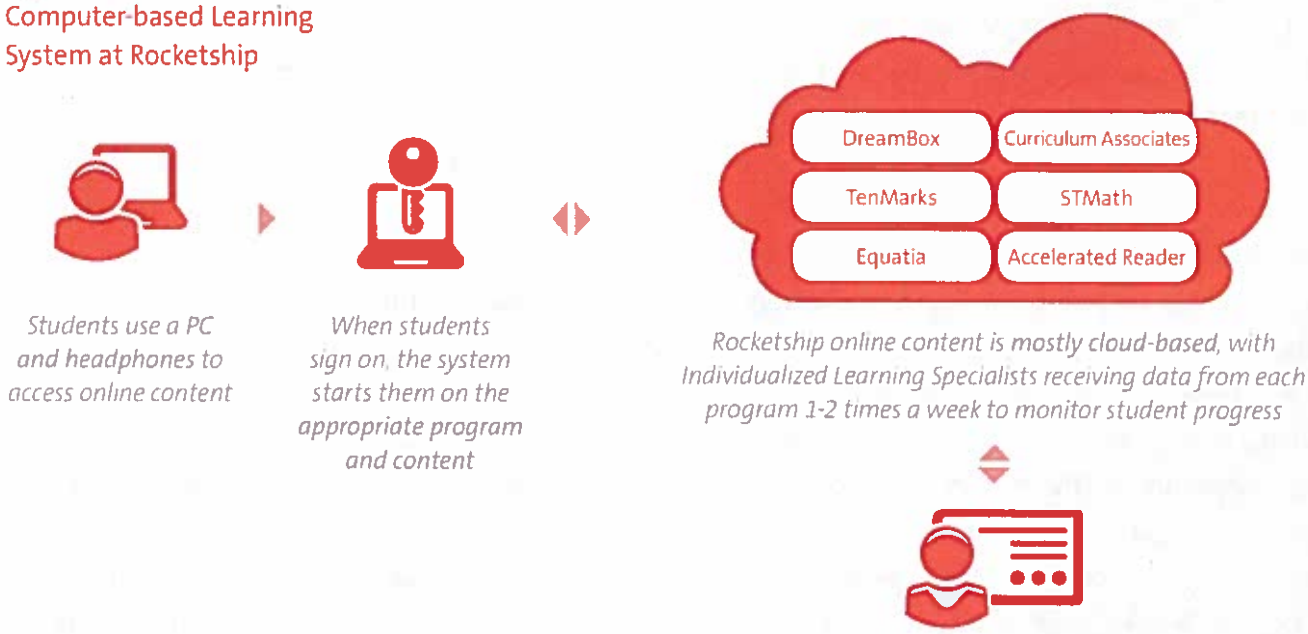
Small group tutoring during Learning Lab provides struggling students with additional support

For struggling students – which may be 20-25% of Rocketeers at any given time - Rocketship uses a Response to Intervention (RtI) model, a process for supporting high needs students that uses frequent assessments and early warning signs to identify when students start falling behind in order to provide appropriate supports. Students are placed into RtI and assigned a 'tier', based on teacher analysis of assessment results. While Tier I includes

[16] As noted in the section on Supporting Special Populations, students involved in RtI spend time with their small group tutors instead of online. These students are encouraged to make up their online instruction time either before or after school, although it is not a requirement.

Fig. 4

Computer-based Learning System at Rocketship



all students making adequate progress, Tiers II and III denote those students in need of additional assistance. Tier II students receive moderate supports either in the classroom, which may include assignment to a specific guided reading group or math center during classroom instruction and/or outside the classroom, which may include time with an ILS in small group tutoring during Learning Lab. Tier III students receive intensive supports outside the classroom. If these interventions fail to enable a student to make adequate progress, the student is referred to the special education (SPED) team. The bi-monthly Data Days (described in the Operations section) provide an opportunity to assess students' progress and move them from one tier to another.

Innovative technology supports critical instructional decisions

Once Tier II students are assigned to small group tutoring during Learning Lab, technology works behind the scenes to ensure the optimal use of their time with the ILSes. The RISE online system recommends student groupings based on the most recent literacy and math benchmark data, which is updated every eight weeks. Assistant Principals, who manage the teams of ILSes at each school, may then view these recommended student groupings and modify them based on additional assessment data which is available as they 'hover' over each student's record online. For example, an Assistant Principal (AP) may discover that while all students

in a recommended group share a reading level, some of them struggle more with decoding and others with reading comprehension. The AP may then decide to modify the groupings so that the students are grouped by the particular skill (e.g. decoding) that they need to work on rather than by reading level. Once the groups are set, RISE notifies teachers and ILSes of the new groups, prompting teachers to log in to add any additional qualitative comments to each student's Individual Learning Plan (ILP). When the ILSes log into their portal, they will then see the groups of students assigned to them, detailed information on each student via their ILP, and the curriculum recommended for use with each group. As the ILSes prepare to work with students during the eight week cycle from this largely scripted curriculum, they may reach out directly to teachers to gain additional insights on how best to meet their students' needs. Although small group tutoring is delivered in person and informed by personal interactions among the Rocketship staff, technology supports the process by ensuring that the decisions made along the way are based on the latest data available for each student.

Role of the Instructors:

Teacher specialization and differentiated staff model allow staff to build expertise quickly and recognize issues sooner

While in traditional elementary schools, one teacher typically handles all subjects for a single classroom of students, the Rocketship Public School Model is built on the belief that instruction is most effective when teachers are subject-matter specialists. Literacy instruction is integrated with social studies instruction and math instruction is integrated with science instruction. All of Rocketship's teachers have multiple subject credentials yet teach fewer subjects with the potential to improve their instructional practice more quickly. As Julie Kowal and Dana Brinson note in their report "Beyond Classroom Walls: Developing Innovative Work Roles for Teachers", "teachers who work in literacy and social studies, for example, teach their lessons to two groups of students each day, doubling their exposure to those topics and allowing teachers much more intensive practice each year. Teachers in the math and science content area present their lessons four times each day, quadrupling their exposure and practice in the first year. Teachers—especially those new to the profession—improve their craft and their subject matter knowledge much more quickly as a result of this extra exposure.[17]"

Individualized Learning Specialists (ILSes) play a critical role as well in the Rocketship model. 5 ILSes, who are full-time, non-credentialed, hourly instructional staff, manage each of Rocketship's Learning Labs. The ILSes supervise up to 4 classes at a time, providing support and 1-on-1 coaching for students during online learning based on their own observations as well as student productivity data from the last few days. In addition, ILSes bear primary responsibility for delivering small group tutoring to Tier II students as part of Rocketship's RtI program.

[17] Kowal, J. and Brinson, D., "Beyond Classroom Walls: Developing Innovative Work Roles for Teachers," Center for American Progress, April 2011, p.8

Operational Model

Rocketship Education

Operational Model

Rocketship has developed an approach to individualizing instruction that uses fewer teachers and classrooms than the traditional classroom model. Time in the Learning Lab enables this instructional approach, but there are a number of other elements that are also important.

These include Rocketship's differentiated staffing structure, extensive professional development and coaching, a unique approach to developing school facilities and a cloud-based IT infrastructure. Rocketship's approach to, and experience with, managing the challenges of data integration is also described here.

Human Capital:

Differentiated staffing model enables greater specialization to meet student needs

A critical component of the Rocketship Public School Model is its differentiated staffing approach. There are two distinct staff roles at a Rocketship school: teachers and Individualized Learning Specialists (ILSes). Teachers are certificated and specialize in either math and science or literacy and social studies. Rocketship's teaching staff is composed mostly of teachers early in their careers with less than five years of experience. Of the 16 classroom teachers on staff in each fully enrolled school, Rocketship aims to recruit four incoming Teach

Fig. 5

Differentiated Staffing Model

The FTE count for each position reflect a fully enrolled Rocketship school.

Teacher (16 FTE)

- *Certified teacher*
- *Specialized in either Literacy/Social Studies or Math/Science*
- *Leads full-class or small-group instruction*
- *Can progress on Rocketship career path*

Individualized Learning Specialist (5 FTE)

- *Non-certified, hourly, full-time staff*
- *Provides support and coaching for online learning and delivers small-group tutoring intervention for students in RtI*
- *Reports to Assistant Principal*

For America (TFA) corps members per school each year. This means that Rocketship expects 50% of an established school's classroom teachers to be current TFA corps members. Other teachers are TFA alumni or recruits from regional school districts.

The Learning Lab is staffed by five ILSes, who are non-certificated, full-time, non-exempt, hourly instructional staff. The ILSes play a critical role in Rocketship's instructional model, as they oversee the culture and effectiveness of the daily Learning Lab operation, serve as computer-based learning coaches and provide Tier II RtI instruction directly to students in small groups. In addition to their responsibilities in the lab, ILSes begin their day with the Rocketship students at Launch, the official beginning of the Rocketship day. Launch is a 15 minute all-school session in which Rocketship staff takes care of daily business such as announcements and may also lead the Rocketeers in a song or other activity to focus them on the school's core values. Although not required to do so, some ILSes may take on the additional task of supervising arrival and/or dismissal, which affords them the opportunity to interact directly with students' families.

Rocketship's human capital structure and use of online learning contribute to efficiencies in its financial model *(see Financial Model for details)* which allow the CMO to make what it believes to be critical investments in its people. Each school has a full-time Academic Dean, in addition to an Assistant Principal. Veteran Rocketship teachers receive a base salary roughly 10% higher than comparably experienced teachers in neighboring districts, and all teachers and school leaders are eligible for performance-based bonuses. The Academic Dean and Assistant Principal positions are also part of Rocketship's Leadership Development Program, which provides a career ladder for teachers to grow into roles as Academic Deans, Assistant Principals, and Principals. Due to Rocketship's plans for rapid growth and expansion, they work deliberately to develop a pipeline of exceptional school leaders.

Each member of a school's three-person leadership team plays a very specific role. The Principal is the school leader and is responsible for attaining the school's student achievement goals, instilling the Rocketship culture in students, teachers and parents, developing other leaders and coaching teachers. The Assistant Principal (AP) manages the Learning Lab and all of the hourly staff, including Individualized Learning Specialists and Enrichment Center coordinators, and is responsible for key components of school culture including arrival and dismissal, transitions, lunch and recess. The AP also directly coaches a small number of classroom teachers. The Academic Dean is focused full-time on implementing Rocketship's academic systems and on mentoring teachers to improve their effectiveness. The Academic Dean is responsible for teacher coaching and professional development.

Professional Development:

Robust coaching and collaboration provides support to new teaching staff

Rocketship's early-career teaching staff requires strong supports to achieve the goals that Rocketship has articulated for itself. This support comes in a number of forms, including ongoing coaching by the Academic Dean and other school leaders, summer professional development before the school year commences, and ongoing school-based and network-wide professional development during the school year, including weekly, bi-monthly and annual meetings as well as subject matter professional development based on research and best practices. Over the course of a school year, this adds up to almost three weeks of dedicated staff professional development time. Data analysis and individualized learning are critical parts of teacher professional

Fig. 6

Rocketship's Approach to Professional Development

Rocketship Professional Development

WEEKLY

Every Friday, Rocketship dismisses its students at 2:00 pm, and the full teaching staff meets for three hours of professional development. The Individualized Learning Specialists participate for two hours of this time. The Academic Dean plans and facilitates these meetings, which cover topics ranging from reflection on student data to improving classroom management strategies to planning the next Science unit.

POST-ASSESSMENT "DATA DAYS"

Every eight weeks, after Rocketship students take their interim assessments, the schools have a full day of professional development focused on the analysis of interim assessment data. Teachers review student data and plan for the next cycle in multiple ways including using RISE, an online system which tracks individual student and class level results; the Assessment Wall, which visually charts student and group grade level performance; and the Data Analysis Form, which allows teachers to dig deeper into the causes of specific students' results and plan out solutions. Classroom groupings for guided reading are also modified during these meetings.

development, as detailed in Figure 6.

Facilities:

New, purpose-built school buildings facilitate lab rotation blended learning approach

Rocketship's innovative approach to facilities is guided by the idea that learning is best served when students are in a new building that meets their needs from the first day the school is open. As Rocketship Vice President of Treasury Rich Billings observes, "We don't want to have our schools open in a temporary incubation site, as we think it has the potential to send a message to students about the value of their education. We think underserved students deserve to be educated in buildings that they and their community can be proud of; brand new buildings upon opening, which provide a different kind of signaling effect." Rocketship's affiliate Launchpad Development Company acquires the land and builds each school. Each school then pays Launchpad an annual rent payment that currently represents 16% of each school's revenues, on average. This approach ensures that each school has the large multi-purpose room that is required for the Leaning Lab and gives Rocketship control over many other aspects of the building infrastructure that are critical to blended learning, such as electrical and information technology, and the Rocketship culture, such as an outdoor area for lunch, physical education and recess.

Role of the CMO:

The CMO manages most business operations and develops systems that are implemented at the school level

As a national Charter Management Organization, Rocketship will operate seven elementary schools in San Jose in 2012-13 with a staff of about 38. During the development phase of a school, the CMO creates the charter document and handles the charter application process. As discussed above, Launchpad, an affiliate of the CMO, manages the task of securing adequate and affordable facilities.

Once a school is launched, the Rocketship National Office provides ongoing assistance in the following areas:[18]

- Training and mentoring for the Principal, Assistant Principal, and Academic Dean
- Operational training and support for the school Office Manager
- Support for real estate, finance, IT, Special Education, compliance, and legal issues
- Research and development around the instructional model
- Systematic coaching of teachers and school leaders
- Support for parent empowerment

[18] In 2012-13 a formal regional structure, the Regional Support Office, is in place and will provide some of these supports.

Rocketship's National Office plays a large role in the selection and development of curricula. The Learning Lab curriculum is selected and supported by the Individualization Team at the national level. Decisions about assessments are also made at the national level. The National Office also provides each school with a set of critical systems and trains school staff on how to use them. These systems include reporting and compliance, budgeting and financial management, operations management, teacher recruiting, and teacher professional development, among others. To sustain its work, the CMO charges each school a fee of 15% of revenues.

As Rocketship grows, the role of the CMO is evolving. According to Carolyn Davies, Rocketship's Director of Operations, "When I first joined, we were thinking of taking everything beside instruction off the schools' plates. But that's not efficient. There should be a balance of operations on the ground and at the CMO level." With planned expansion to other regions, Rocketship is working to build a regional layer of operations between the national office and the schools. The schools will, as now, maintain a minimum level of operations functions, the Regional Support Office will provide most of the on-the-ground support that the National Office currently provides and the National Office will focus on systems design and quality control and assurance to ensure that schools are financially sound, legally compliant and academically outstanding.

Technology:

Cloud infrastructure requires little in the way of in-building IT support

Rocketship has opted to locate all of its online learning programs in the cloud, enabling it to operate with less IT infrastructure in each school building. Servers are still required to house data from certain student information systems (e.g., meals data), but all of the online curricula is web-based. Rocketship made a decision early on to use cloud-based services whenever they were available to minimize both infrastructure and staff costs. IT staff consists of one part-time, hourly IT support person for each school (a local college student who works about 10 hours a week). The upfront investment required to set up a Learning Lab is in the $70,000 range, including approximately $35,000 for PCs, $20,000 for a leveled library, and $15,000 for furniture.

Data Integration:

Data portability from Learning Lab to classroom is a challenge

Rocketship collects very detailed data about each student's academic progress from two main sources: its system of classroom assessments, and online programs in use in the Learning Lab. The classroom data include formative and summative assessments, quizzes and benchmarks, while the available online learning data varies by program.

The classroom assessment data is the focus of the professional development activities noted earlier, and is the main source of information for determining placements into and out of the RtI program and for creating small groups in the classroom.

Creating a relevant and easily accessible flow of online data that may be routinely used in making instructional decisions is more difficult. This is due in part to a lack of standards alignment across programs, and in part to the lack of commonly agreed upon methods for exchanging data. Online learning providers have also not had systems in place to report out some important usage data, like time spent on standards. Finally, there is no common definition of mastery across online programs. This means, for example, that when one program reports that a student has mastered fractions, this conclusion may not be shared by other online programs or by Rocketship's own system of classroom assessments. Taken together, these issues mean that it has been difficult for Rocketship teachers to access the sort of consistent and reliable data on student progress towards the mastery of standards that they would use to directly drive classroom instruction. Instead, the data that teachers currently access is most useful for showing which students are on task, which can be helpful in motivating students and managing student behavior.

In addition, the data streams from the classroom and online programs are not automatically integrated, requiring a manual data entry process and collaborative conversations between teachers and Individualized Learning Specialists to find the connections at the student level. As Kate Coxon, Director of the Individualization team, notes, "The big challenge is making sure that the data coming from multiple sources is aligned and easy to access: not all programs report student mastery in the same way and our ILSs, teachers, and school leaders are eager for tools that make it easy to combine data from multiple sources in order to use it to plan for instruction." The net effect is that instruction in the classroom and in the Learning Lab operates largely independently from one another. According to Discovery Prep principal Joya Deutsch, "The Learning Lab data feels like an intrinsically useful but still separate track from the classroom instruction. It reinforces skills and provides acceleration for the top and bottom quintiles."

Rocketship believes that solving this challenge and creating a tight integration between the classroom and Learning Lab is essential for maximizing the potential of its blended learning model. Thus, Rocketship began work in 2011-12 to create a technical infrastructure that could truly unify the classroom and the Learning Lab and help demonstrate the importance of technical integration for effective blended learning models. The team initially determined that custom development with an external vendor, rather than the purchase of an existing product, would be the most effective means to achieve this goal and so worked to build the Rocketship Individualized

Scheduling Engine (RISE). RISE was designed to work with the Blended Learning Infrastructure (BLI) developed by the Gates Foundation, allowing the addition of a single sign on (SSO) for students, as well as the automation of account provisioning and creation. This eliminated two historical logistic hurdles of managing student logins and manually enrolling and editing student accounts.

Key pieces of functionality for the 2011-12 school year included five main elements:

- a student portal, to allow students to sign into each of their online learning programs
- an assessment/assignment engine, to gather important data for student placement within programs
- a teacher/leader portal, to display classroom assessment data
- a small group tutor scheduling engine, which proposes small groups for tutoring based on students' assessment results
- an ILS portal, to display academic data and curricula used for tutoring lessons.

Even with the improvements made to the RISE technical infrastructure throughout 2011-12, Rocketship feels that data integration and scheduling capabilities are still far from the their ultimate vision. Going forward, RISE's role will be less prominent, as Rocketship enters into a partnership with Junyo, an external provider which will provide the technical infrastructure and data integration between Rocketship's various systems and online programs.

Financial Model

Rocketship Education

Financial Model

Rocketship schools are sustainable on public revenues in the first year of operation.

Rocketship built its model with an eye towards academic achievement and rapid expansion. In order to meet these twin goals, Rocketship creates schools that enable individualized learning, deliver strong student outcomes[19] and are sustainable without philanthropic dollars from their first year of operation in California, the state with the fourth-lowest per-student funding in the nation.[20] One critical enabler of the model from a financial perspective is the Learning Lab, which allows up to students from up to four classes to be supported by non-credentialed staff for the 100 minute period each day. Rocketship can therefore reduce its credentialed teaching staff from 21 to 16 per school and build each school with five fewer classrooms than it would otherwise require.

Financial Impact of Blended Learning
per pupil

FINANCIAL BENEFIT

+ $778 *Reduction in size of teaching staff by 5 FTEs*
+ $616 *Reduction in average teacher salary due to tenure mix*
+ $165 *Reduction in number of classrooms from 21 to 16*

ADDED COST

- $241 *Teacher salary premium*
- $169 *Academic Dean (salary and benefits)*
- $299 *Individualized Learning Specialists*
- $100 *Online learning and other software*

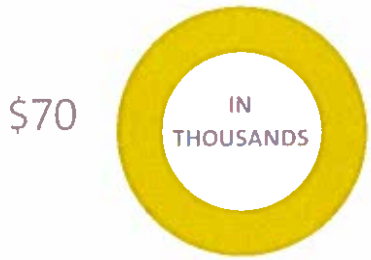
POTENTIAL REINVESTMENT

= $750 *Per pupil saving 2011-12*

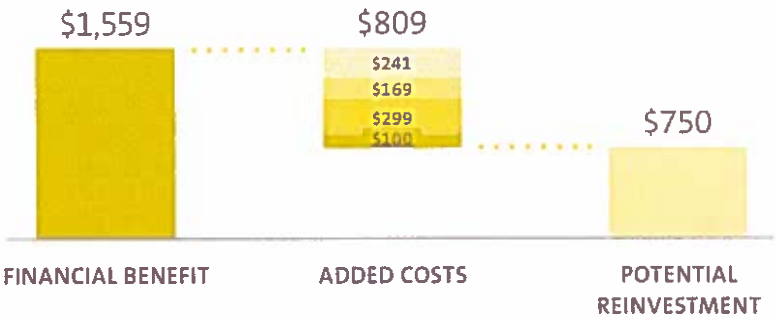
Does not include upfront investments

Fig. 6

Upfront Investments
(Year 0)



2011 – 12 Ongoing Financial Benefit and Added Costs
(per pupil, based on figures and projected student enrollment from an hypothetical, fully enrolled school in its third year of operation)



[19] SRI International is currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report is expected to be published in late 2012.

[20] *Quality Counts 2012*, Education Week, January 2012

Rocketship reallocates the efficiencies gained from the Rocketship Public School Model into attracting and retaining talented staff and individualizing instruction in the following ways:

- higher salaries and performance bonuses for the teaching staff
- support systems for teachers, including an Academic Dean, Assistant Principal, and professional development
- an extensive Response to Intervention program
- Individualized Learning Specialists
- digital content and online curricula
- brand new facilities

Figure 6 illustrates Rocketship's financial model using figures and projected student enrollment from an hypothetical, fully enrolled school in its third year of operation.[21]

Upfront Investments in Blended Learning

As all Rocketship schools open on its blended learning model, it is difficult to separate the upfront investments for blended learning from those required to open the school. Perhaps the costs most unique to the blended model are those required to set up the Learning Lab. Each school's lab requires an investment of $70,000, including approximately $35,000 for PCs, $20,000 for a leveled library, and $15,000 for furniture. Since each school opened to date has been new construction, the facility can be designed to the exact needs of the Rocketship model (e.g., with a multi-purpose room of the appropriate size to house the Learning Lab, and with the necessary electrical and IT systems), so there are no additional costs to update facilities to accommodate blended learning. This would potentially be a significant source of upfront costs for schools that are implementing a similar model in existing facilities. Additional pre-opening expenses include fees to the Rocketship National and Regional offices.

Ongoing Additional Costs due to Blended Learning

Beyond the upfront investments required to implement a blended learning model, Rocketship invests heavily in teacher and staff compensation and bonuses, in teacher support in the form of an Academic Dean and ongoing professional development, and in individualization, which includes online content as well as additional staff (Individualized Learning Specialists). Rocketship seeks to compensate its veteran teachers at an approximately 10% premium relative to neighboring

[21] A hypothetical school's financial structure is used to here to illustrate the Rocketship model. As schools have the financial flexibility to make allocations between budget categories to map to their annual plans, any one school will vary from this model. With respect to RMS specifically, the school is smaller than the model K-5 school due to capacity constraints at the facility, and has access to revenue streams unique to its particular situation. Therefore, using its financials here would not give a representative picture of Rocketship overall. The projected student enrollment for a Year 3, fully enrolled school in 2011-12 is also used here, which is 546 students. For purposes of comparison, RMS' enrollment last year was 507 students and Rocketship Si Se Puede (RSSP), the other K-5, fully enrolled school, had 558 students.

school districts[22], and all teachers and school leaders are eligible for additional compensation in the form of performance-based bonuses[23]. The Academic Dean is an additional position whose primary role is to provide coaching and professional development to the teaching staff. This role adds an additional school leader relative to a traditional K-5 school, which may only have a principal and assistant principal. Finally, Rocketship must buy online content for the Learning Lab and incurs an additional expense for the Individualized Learning Specialists, who are needed to run the Learning Lab.

Ongoing Financial Benefit Due to Blended Learning

There are three main sources of financial benefit from the Rocketship model: reduced credentialed teaching staff, a relatively junior teaching staff and fewer classrooms. As the Rocketship model operates with five fewer teachers than a comparable district school, the CMO is able to save about $425,000[24] per year per school. Having five fewer classrooms results in a savings of about $90,000[25] per year per school. Finally, Rocketship's goal that 50% of an established school's classroom teachers be TFA corps members may result in a staff that is more junior, and thus less expensive, than that of a typical school. Rocketship calculates the potential financial benefit of its staffing mix to be approximately $336,000 per school per year.[26]

As Rocketship expands, it must consider how this school level model translates into a regional model. Rocketship requires $3.5 million dollars in philanthropic funding to start up each new region. This funds regional start-up activities (both national and regional support), including the cost of starting the schools in that region. Once Rocketship has eight schools operating in a region, the regional support organization is sustainable on management fees from the schools and can open additional schools without further fundraising.

[22] The cost of this goal to Rocketship is estimated by taking 10% of average Rocketship veteran teacher salary plus 7% payroll benefits as projected by the school model.

[23] The estimate of teacher performance bonuses in this analysis is derived by computing a 10% premium plus 7% payroll taxes against the average Rocketship TFA Corps Member base salary and an average Rocketship veteran teacher base salary as projected by the school model. It is assumed that 50% of teachers will be TFA Corps Members. School leader bonuses are not included here due to the difficulty of comparing principal compensation to traditional district schools.

[24] Rocketship estimates that an average district teacher is compensated at $85,000 per year.

[25] Rocketship estimates that an average classroom costs $18,000 per year in incremental rent.

[26] This estimate assumes an average district teacher compensation of $85,000 per year, and compares it to an average Rocketship TFA Corps Member total compensation and an average Rocketship veteran teacher total compensation as projected by the school model. It is assumed that 50% of teachers will be TFA Corps Members.

Lessons Learned

Rocketship Education

Lessons Learned

With its longest-established school now in its fifth year of operation and having opened four additional schools subsequently, Rocketship has fine-tuned the Rocketship Public School Model and has shown strong results for its students on the California state assessments. In the 2010-2011 school year, Rocketship Mateo Sheedy earned an API score of 892, the highest of any low-income elementary school in Santa Clara County. Rocketship Si Se Puede earned an API score of 859, the third highest of all low-income elementary schools in Santa Clara County. Rocketship Los Suenos earned an API score of 839 in its first year of operation, the eighth highest of all low-income elementary schools in Santa Clara County.[27]

Success Factors for Blended Learning at Rocketship Education: While there are many elements of Rocketship's program that have contributed to these results, Rocketship leadership and staff point to several success factors that are related to Rocketship's approach to individualized education:

1. **Online learning is one enabling element in a rigorously conceived approach to individualized learning:** Technology has a direct impact on individualization in Rocketship's model, but equally important is the human element. Teachers, with strong coaching, are expected and able to differentiate instruction in the classroom on a daily basis. In literacy block this is often in the form of guided reading groups and in math block with centers and math review board. In Learning Lab, Individualized Learning Specialists provide individual or small group support to students who are struggling the most. While online learning is a key piece in an intricately assembled mechanism whose overall goal is individualization, it is not expected to bear the burden of individualizing education alone.

2. **Intense focus on hiring and developing excellent teachers and school leaders:** Given Rocketship's intention that teachers focus more on higher-order thinking skills and less basic skills, it is critical that Rocketship teachers be effective in the classroom. Increased compensation and performance bonuses are one way that Rocketship attracts talent. In requiring fewer teachers, Rocketship can be more selective in hiring new teachers. Finally, a clear career path and extensive professional development helps Rocketship retain teachers (and school leaders) once they are hired. The position of Academic Dean is devoted solely to teacher development. School leaders also receive a significant amount of parallel support and professional development from the Regional and National offices.

[27] SRI International is also currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report, expected to be published in late 2012, will compare performance between Rocketship schools and a control group of similar schools.

3. Cloud-based infrastructure greatly simplifies management of the Learning Lab: Multiple Rocketship staff members highlighted the importance of Rocketship's decision, after initial struggles with a server-based approach, to use cloud computing rather than servers to house its software. This is a decision that must be made early in the planning process, but it has several advantages. Cloud computing requires minimal on-site IT staff, usually just a part-time local college student. Cloud computing makes software updates much less labor intensive. Finally, it allows for the use of inexpensive and easy-to-maintain PCs that only require an internet connection rather than more complicated and expensive laptops or desktops. This "asset-light" strategy has enabled Rocketship to avoid costs and they encourage others to consider a similar approach.

Lessons Learned for Blended Learning at Rocketship Education Rocketship staff have a firm belief in the power of their model to transform education for underserved students, but also recognize several lessons learned and ongoing challenges from their first five years of operations. These include:

1. Available software is still limited, especially with respect to data reporting: The software programs used in Learning Lab each provide program-specific reports, but Rocketship staff have found that the reports are not granular enough and that it is difficult to integrate data from multiple programs if it is not reported in a central place. Even at this point, the software generally does not provide the level of reporting that is needed, especially on the literacy side, or in ways that are aligned with what is being taught in the classroom.

2. Data integration remains a challenge: Despite ongoing development work on RISE, Rocketship has still struggled to integrate its online data with classroom instruction. While there is currently some information flow in both directions, online data is still not fully utilized to inform instruction or student grouping on a regular basis. Rocketship is devoting significant resources to addressing this issue, both through continued work with software vendors and through its partnership with Junyo, a new learning analytics company. Through this partnership, Rocketship aspires to provide fully integrated online data reports as well as greater ability to assign and influence the content that students receive in each of their online learning programs.

3. RtI capacity bottlenecks due to incoming students' level of preparation: In order to be sustainable solely on public funding in its first year of operation, Rocketship schools generally open as a K-3 school. If Rocketship were building schools one grade at a time, there would be very little demand for RtI after second grade, as the program is designed to catch up students who have fallen substantially behind. Since Rocketship is admitting second- and third-graders directly, however, those students have large deficits that must be made up quickly and

there is large demand for RtI services among these older students who have not had the benefit of the Rocketship program since Kindergarten. This problem is also exacerbated by the fact that students can only be pulled for RtI during their Learning Lab blocks, which is out only a quarter of the day. The capacity bottleneck eases in individual schools as they mature and more of the upper grades are composed of students who started their education at Rocketship, but it remains a challenge for new Rocketship schools, given that they will continue to need to admit four grades upon opening.

Blended Learning and the Future of Rocketship Education Rocketship has aggressive plans for expanding the Rocketship Public School Model, while at the same time addressing some of the challenges that have emerged. Rocketship's new partnership with Junyo will help fully integrate the classroom and the Learning Lab. In this way, Rocketship believes, the integrated, daily data produced by Learning Lab will help teachers be even more effective in the classroom, and the content alignment with the classroom will help further improve students' rapid mastery of basic skills in the Learning Lab.

Rocketship continues to expand in the Bay Area, where it has opened two additional schools in August 2012 and is planning to open 4 additional schools in 2013-14, bringing its total in the region to 11. Rocketship is also preparing for further national expansion. It plans to open 8 schools in Milwaukee starting in Fall 2013, and is actively identifying and securing other cities for expansion in subsequent years. Expansion is projected to proceed rapidly with the goal of having 250 schools serving over 150,000 students by 2020.

Rocketship is well aware of the challenges associated with any plans for scale, let alone plans of this magnitude. At the same time, the team believes there is good reason to be hopeful about the potential for success. Aylon Samouha, Rocketship's Chief Schools Officer, explains that "you have to have both a good model and the culture and energy to evolve it in response to lessons learned and to take advantage of new, emerging technologies and research. We believe that we have both, and that makes us optimistic as we look ahead." In addition, Samouha notes that the organization has a strong asset base to leverage as it scales, including a solid relationship with Teach for America (a critical source of talent as explained earlier), a commitment to continue to improve the integration between online and classroom learning, and a solid approach to engaging parents both in the daily life of its schools and in the community, which has been critical to the success of Rocketship's expansion in San Jose to date. At the same time, Samouha continues, Rocketship is mindful that while its model for parent engagement has been successful in San Jose, new communities on the expansion roadmap with different community dynamics may require alternative approaches approaches to the same ambitious goals of high levels of parent engagement and community advocacy. Rocketship is also

conscious that as it expands to other regions, staff training will play an ever increasing role in replicating the Rocketship culture, expectations and systems to new schools. In addition, Rocketship is planning carefully to take on the challenges of building and financing both new and existing facilities. Finally, in keeping with its mission, above all else, Rocketship has its eye on student achievement. Samouha explains that Rocketship is focused both on the results that can be measured by traditional means (e.g. standardized tests) and on those skills such as higher order thinking and issues such as student motivation which it believes are critical to student success in school and beyond.

Appendix

Rocketship Education

Note: Many of the appendices in the following have been provided by Rocketship Education

Appendix 1:
Historical Results of Rocketship Education

Rocketship Education API Results (2010-11)

863 out of 1000 on the California Academic Performance Index (API) growth score (vs. 759 for schools serving low-income students in grades 2-6 and 798 for San Jose Unified)

Rocketship's three longest-established schools are among the top 10 schools serving low-income students in Santa Clara County:

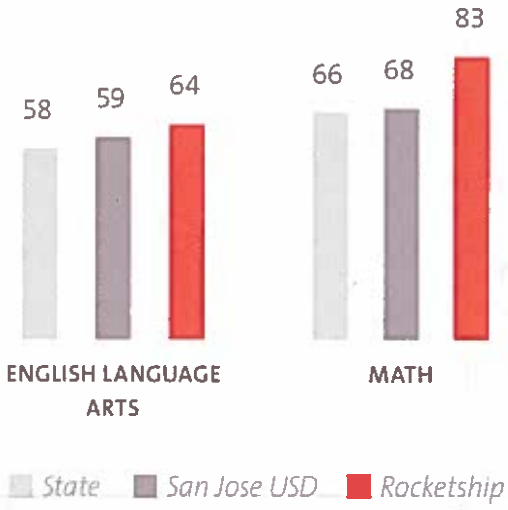
Rocketship Mateo Sheedy Elementary
API of 892

Rocketship Si Se Puede Academy
API of 859

Rocketship Los Sueños Academy
API of 839

Rocketship 2nd Grade CST Results (2010-11)

(% proficient or advanced)



The Rocketship CST results include Mateo Sheedy Elementary, Si Se Puede Academy, and Los Sueños Academy

Appendix 1:
Planned Future Growth of the Rocketship Network

Planned Future Growth of the Rocketship Network

3,500 *current student enrollment (2012-13)*

30,000 *students when all 52 schools open by 2016*

150,000 *students served by 250 schools in 2020*

all *Rocketship schools follow the same blended learning model; growth plan is based on opening clusters of 8 Rochetship schools in new regions*

Appendix 2:
Instructional Model – Detail on Instructional Materials and Assessments

Criteria for Selection (Online)

SIX A'S:

- Alignment to Common Core
- API for SSO/account provisioning/data integration
- Assignability
- Adaptivity
- Assessment
- Affordability

Instructional Materials

	ONLINE
READING / WRITING	· Curriculum Associates · Accelerated Reader
MATH	· DreamBox · ST Math/MIND Research · TenMarks · Equatia

System of Assessments

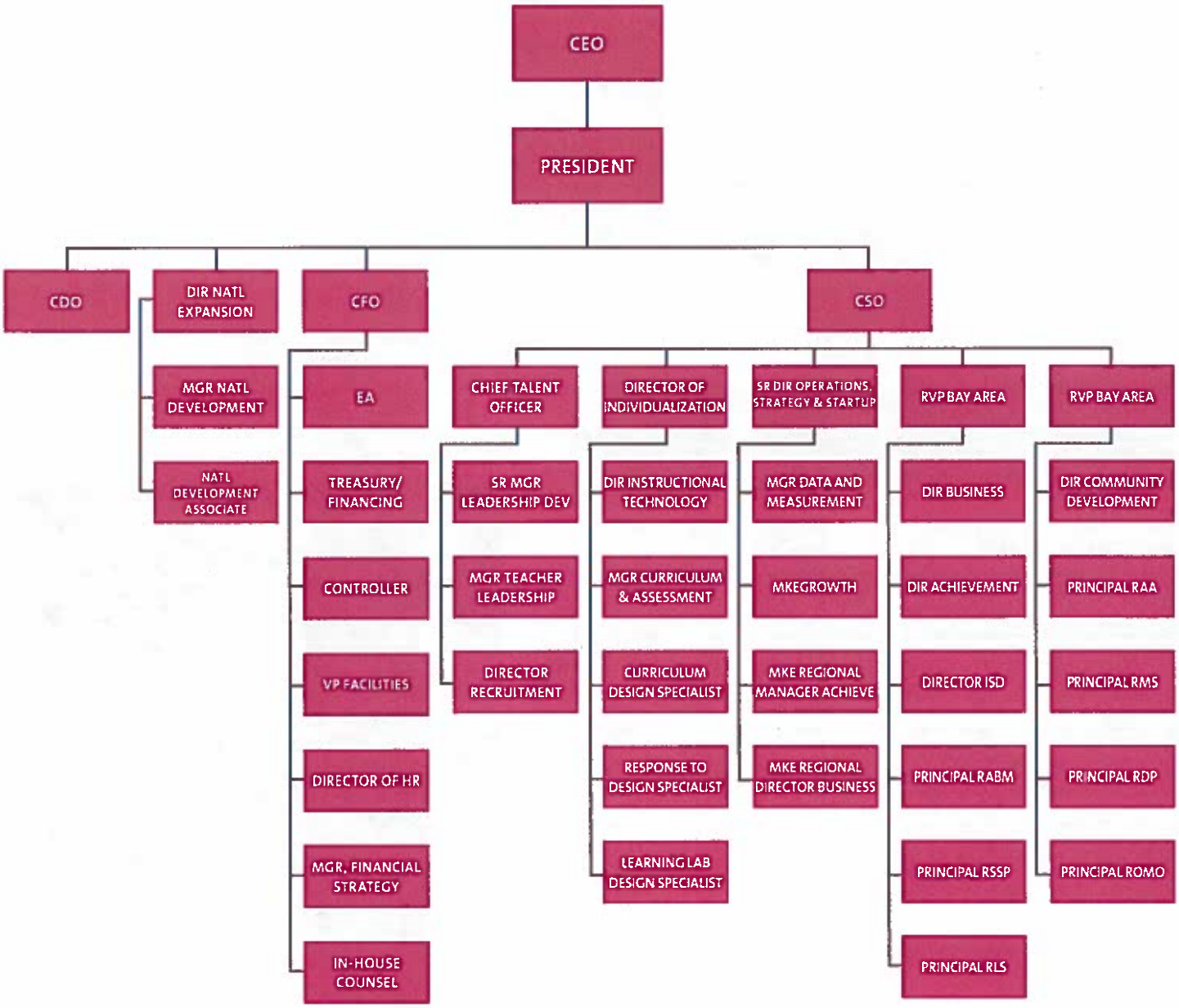
ASSESSMENTS	FREQUENCY
ASSESSMENTS EMBEDDED IN ONLINE PROGRAMS	Ongoing
ACCELERATED READER	Ongoing
INFORMAL CLASSROOM-BASED ASSESSMENTS	Ongoing
INTERNALLY DEVELOPED ASSESSMENTS IN WRITING	5x/year (Sept, Nov, Jan, March, May)
INTERNALLY DEVELOPED MATH BENCHMARK; DRA ASSESSMENT FOR LITERACY	5x/year (Sept, Nov, Jan, March, May)
NWEA MAP	3x/year (Sept, Jan, June)
CALIFORNIA STANDARDS TEST (CST)	1x/year (May)
CEDLT	1x/year (Fall)

Effect on Instruction

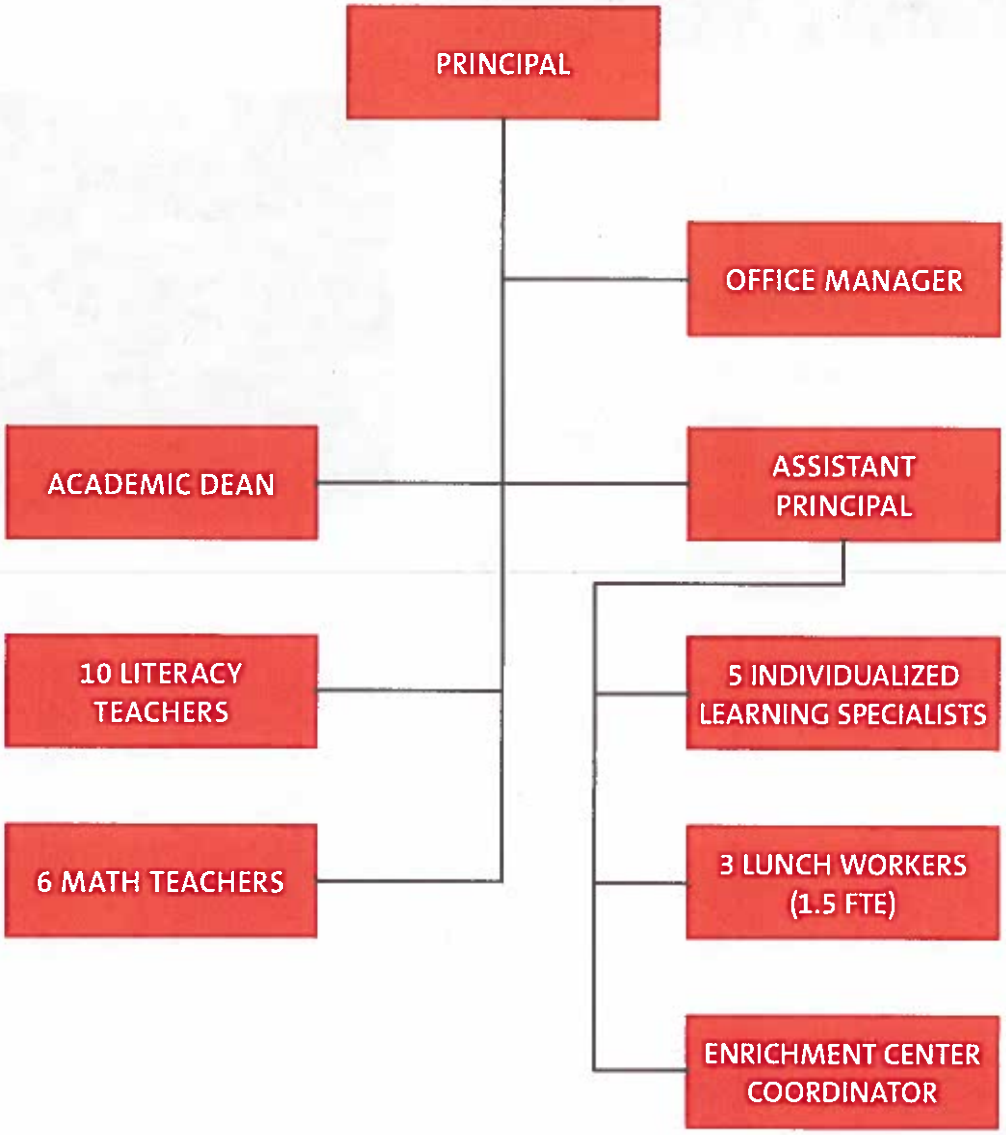
- Online assessments do not regularly inform classroom instruction but are used for behavior management and student motivation
- Results of interim assessments (every 8 weeks) used to adjust classroom instruction, set classroom instructional groups, and identify students in need of more focused support
- MAP and CST used to gauge student progress and school performance
- Rocketship has correlated NWEA MAP and its internal math and writing assessments with end of year CST and CEDLT testing to correctly measure progress and give teachers detailed data about areas for student improvement

Appendix 3:
Rocketship Education Organizational Structure

RSED National and Regional Organizational Structure (July 2012)



Appendix 4:
Rocketship School Organizational Structure (2011-12)



In the 2012-13 academic year, each Rocketship school will have 6 Individualized Learning Specialists and will add the new position of Assistant Teacher.

Appendix 5:
Rocketship Sample 1st Grade Schedule

TIME	ACTIVITY
7:30 AM	Breakfast
8:00 AM	Launch
8:10 AM	Literacy/Social Studies
11:50 AM	Lunch/recess
12:30 PM	Mathematics/Science
2:20 PM	Learning Lab (online instruction)
3:30 PM	Learning Lab Enrichment (PE)
4:00 PM	Dismissal

- One day is a shortened day and instruction ends at 2pm
- Rocketship uses a block schedule with a double block for Literacy/Social Studies, a block for Math/Science and a block for Learning Lab
- In addition to the daily schedule, some students arrive early or stay late to spend additional time on the online programs.

Appendix 6:
Support for Blended Learning

Professional Development

- Four weeks of professional development time in August, prior to the start of school
- Ongoing coaching by Academic Dean, Principal and Assistant Principal
- 180 minute staff PD time on Wednesday, planned and facilitated by Academic Dean
- Full day of professional development every night weeks focused on analysis of interim assessments ("Data Days")
- Every teacher has an individualized Professional Growth Plan to guide their PD

Teaching & Planning Time

- 400 instructional minutes per teacher Monday – Thursday
- 180 minute staff PD time on Friday, which is often used for planning
- Other planning takes place on teachers' own time before or after school hours

CMO Supports

- "Critical Systems" support and training, including:
  - Toolkit for streamlining reporting and compliance
  - Budgeting and financial management systems
  - Training and mentoring for the Principal, Assistant Principal and Academic Dean
  - Leadership development program
  - Full scope and sequence for core subject areas
- Real Estate
- Training and mentoring for the Principal, Assistant Principal and Academic Dean
- Provision of Special Education

Best Practices from Other Schools

- Rocketship has adopted Lemov's Taxonomy from Uncommon Schools
- Strong culture and common school practices (e.g., Morning Launch, Rocketeer Creed) derived from KIPP
- Leadership development program builds teachers into assistant principals, academic deans and founding principals at other Rocketship schools, ensuring fidelity to model
- Rocketship has begun to plan closer collaboration with KIPP and other blended elementary schools around sharing best practices, data, and lessons learned

Appendix 7:
Technology Stack (Intended Function)

Appendix 8: Financial Details

2010 – 11 Revenue

Rocketship Mateo Sheedy
For the Year Ended June 30, 2011

REVENUE	
Total Unrestricted Revenue	4,072,576
Total Federal Revenue	648,076
State Revenue	
Apportionment Revenue	286,151
Categorical Grant Revenue	448,772
Other State Revenue	682,877
TOTAL STATE REVENUE	**1,417,800**
Local Revenue	
Property Taxes	1,990,975
Other Local Revenue	12,801
TOTAL LOCAL REVENUE	**2,003,776**
Contributions	2,924
TOTAL REVENUE	**4,072,576**

2010 – 11 Expenses

Rocketship Mateo Sheedy
For the Year Ended June 30, 2011

EXPENSES	
Total Certificated Salaries	1,087,778
Total Classified Salaries	213,394
Total Employee Benefits	245,976
Supplies & Materials	
Curriculum, class sets, library books	50,000
Non-textbook Instructional Resources	15,000
Instructional materials and supplies	35,000
Non-instructional supplies and materials	15,000
Classroom technology and software	55,000
Classroom furniture, staff software, technology	13,000
Food service	197,639
SUBTOTAL SUPPLIES & MATERIALS	**380,639**
Operating Services	
Teacher Recruitment and Certification	28,000
Professional Development	16,000
District Oversight Fees	34,088
Budget Contingency	33,705
Facilities Maintenance, Custodial and Utilities	65,000
Physical Education	25,000
Assessment team	20,000
Copy Machine	30,000
Field Trips	6,000
Substitute Teachers	32,000
RSED Management Fees	481,352
RSED Facilities Fees	665,251
TOTAL OPERATING SERVICES	**1,436,396**
Additional Expenses	
Depreciation	1,498
Interest Expense	4,784
TOTAL ADDITIONAL EXPENSES	**6,282**
TOTAL EXPENSE	**3,370,465**
NET OPERATING INCOME	**702,111**

About Michael & Susan Dell Foundation and FSG

Michael & Susan Dell
FOUNDATION

Inspired by their passion for children and by a shared desire to improve the lives of children living in urban poverty, Michael and Susan Dell established their Austin, Texas-based foundation in 1999. In its early years, the foundation's work focused on improving education and children's health in Central Texas. But within a few short years, our reach expanded, first nationally and then globally. To date, the Michael & Susan Dell Foundation has committed more than $700 million to assist nonprofit organizations working in major urban communities in the United States, South Africa and India. We focus on opportunities with the greatest potential to directly and measurably transform the lifelong outcomes of impoverished urban children around the globe.

LEARN MORE ABOUT OUR PROGRAMS: WWW.MSDF.ORG

FSG

FSG is a nonprofit consulting firm specializing in strategy, evaluation, and research, founded in 2000 as Foundation Strategy Group and celebrating a decade of global social impact. Today, FSG works across sectors in every region of the world, partnering with foundations, corporations, nonprofits, and governments to develop more effective solutions to the world's most challenging issues.

LEARN MORE ABOUT FSG: WWW.FSG.ORG

For questions or comments on this case study, please contact Matt Wilka of FSG at matthew.wilka@fsg.org

Rocketship Education Online Learning Programs

Application	ST Math	Dreambox	i-Ready	Lexia	myON	Typing Club
π	✓	✓	✓			
📖			✓	✓	✓	
Adaptive	Only within grade level ✓	✓	✓	✓	✓	
Assignable target specific content to specific students	Only reordering objectives ✓		✓		✓	
Clever single sign-on		✓	✓	✓		✓
Use Cases	**ST Math**	**Dreambox**	**i-Ready**	**Lexia**	**myON**	**Typing Club**
Whole Class Modeling	✓	✓	✓		✓	
Centers & Stations	✓	✓	✓	✓	✓	✓
Corrective Instruction	✓		✓	✓		✓
Tier II Resources			✓	✓		
Independent & Homework	✓	✓	✓	✓	✓	✓

The Lexile® Framework and myON™ reader

Eleanor E. Sanford-Moore, Ph.D.
Senior Vice President, Research and Development
MetaMetrics®

June 24, 2013

Introduction

This paper provides an introduction to The Lexile® Framework for Reading and describes how the results from myON™ reader, developed by Capstone Digital, can be used to support the Common Core State Standards (CCSS) Initiative. This material should be helpful to educators using myON reader in the classroom, educators working to implement the CCSS, and for any individuals with an interest in improving education.

Developed for Pre Kindergarten to Grade 12 students, myON reader is a personalized reading environment that provides 24-hour online access to enhanced digital books. Students are matched to books based on their interests and reading level. These recommended books personalize learning for each student.

myON reader is correlated to state and common core standards and includes over 4,500 enhanced digital books in a growing collection. Educators can use myON reader to integrate with existing teaching tools for lesson planning, instruction, assessment and reporting. Reports can be generated on a student's historic and current reading levels while forecasting future growth. The collection of books in myON includes quality titles equipped with reading scaffolds (like an embedded dictionary, recorded audio, and highlighting). It includes student-, teacher-, building-, and district-level reporting. The book collection includes seventy percent non-fiction titles to grow informational reading skills (critical to the CCSS), as well as thirty percent fiction titles.

"Students are targeted with reading materials at an appropriate level that provides challenge, but not frustration."

This integrated reading solution can adapt to each student's profile to increase reading growth and motivate students to read. An online assessment system which utilizes The Lexile Framework for Reading is employed to ensure that students are targeted with reading materials at an appropriate level that provide challenge, but not frustration. In addition to personalizing learning, myON reader also forecasts future reading growth for students.

myON reader consists of several components to help guide and motivate student reading: a wide selection of online books, book comprehension quizzes to monitor basic comprehension, and benchmark assessments to target reading selections and monitor reading improvement. When students log-in to myON reader they are presented with an interest survey to help guide their book selections. They also are administered a placement test to determine their reading ability. Based on the results of the interest survey and the placement test, students can select from a wide array of high-interest reading material from the myON collection. The computer-adaptive system allows students to access those reading selections that are within their individual targeted reading range to ensure that students have a successful reading experience that encourages reading growth.

After reading an online book, students are given the option to take a book quiz to evaluate understanding of the specific content of the book. In addition, students are administered periodic Lexile® benchmark tests. While reading the benchmark passage, students are presented embedded completion statements (similar to fill-in-the-blank items and cloze items) which they complete by clicking on the best response from four choices. Once the passage is completed, the scoring process is triggered, and the student's updated Lexile measure is computed. Using this structure, myON reader continually generates updated Lexile measures and students are always presented with reading materials at an appropriate level of complexity (difficulty).

The Lexile Framework for Reading and Lexile measures

The Lexile Framework for Reading is a psychometric system for matching readers with texts of appropriate difficulty. With the Lexile Framework, both the reader and the text can be placed on the same measurement scale. A Lexile measure is the numeric representation of an individual's reading ability or a text's complexity (or difficulty), followed by an "L" (for Lexile). The Lexile scale is a developmental scale for reading that ranges from below 0L for emerging readers and beginning texts to above 1600L for advanced readers and texts. Values at or below 0L are reported as Beginning Reader (BR).

A Lexile text measure is obtained through analyzing the text complexity of a piece of text. The Lexile Analyzer®, a software program specially designed to evaluate the reading demand of text, analyzes the text's semantic and syntactic characteristics and assigns it a Lexile measure. All books in myON include a certified Lexile measure.

"The myON placement and benchmark tests report directly in the Lexile metric recording a Lexile measure for the reader."

A Lexile measure for readers is typically obtained by administering a test of reading comprehension to a reader. The myON placement and benchmark tests report directly in the Lexile metric recording a Lexile measure for the reader.

Extensive information about the development of the Lexile Framework can be found in the "Researchers" section of the Lexile website (www.Lexile.com). A white paper (Lennon & Burdick, 2004) entitled The Lexile Framework as an Approach for Reading Measurement and Success (http://www.lexile.com/about-lexile/white-papers/) provides detailed descriptions of each component of the Lexile Framework.

The Lexile Framework for Reading provides teachers and educators with tools to help them link assessment results with subsequent instruction. Assessments, such as the ones in myON reader, which report directly in the Lexile metric, provide tools for matching students with appropriate reading materials and for monitoring the progress of students at any time during the course of instruction.

When a reader takes the myON reader placement test or answers the questions associated with a benchmark test, his or her results are reported

"The Lexile Range, the suggested range on the Lexile scale at which the reader should be reading, is from 50L above his or her Lexile measure to 100L below."

as a Lexile measure. This means, for example, that a student whose reading ability has been measured at 500L is expected to read with 75-percent comprehension a book that is also measured at 500L. When the reader and text are matched (same Lexile measures), the reader is "targeted." A targeted reader reports confidence, competence, and control over the text. When a text measure is 250L above the reader's measure, comprehension is predicted to drop to 50 percent and the reader experiences frustration and inadequacy. Conversely, when a text measure is 250L below the reader's measure, comprehension is predicted to go up to 90% and the reader experiences control and fluency. The Lexile Range, the suggested range on the Lexile scale at which the reader should be reading, is from 50L above his or her Lexile measure (71-percent expected comprehension rate) to 100L below (82-percent expected comprehension rate). When reading a book within his or her Lexile range, the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest and learning.

Lexile Measures and Grade Equivalents

A frequently asked question by parents and educators is "My student is in Grade 5 – what Lexile level should they be reading at?". No company or organization can provide this type of Grade Equivalency, since no reading test studies include the same students within the samples. Instead, each grade-equivalent study only reflects the unique students within that study, so results cannot be assumed to be equivalent.

Because of this limiting factor, each state or testing agency has created their own scale of reading ability expectations (which could be by grade, age, or other demographic consideration). In the myON Lexile Growth Trajectory report, the state grade reading expectations can be included as an educator guideline to help determine which students need to improve reading abilities before the state reading test.

Much has been written about the problems with grade equivalents and the common misconceptions about their use (e.g., AERA/APA/NCME, 1999; Airasian, 1994; Miller, Linn, & Gronlund, 2009; Stiggins, 1997). In 1991, The International Reading Association (IRA) crafted a resolution about the misuse of grade equivalents and stated that it "...strongly advocates that those who administer standardized reading tests abandon the practice of using grade equivalents to report performance of either individuals or groups of test takers..." (IRA).

Text Complexity and the Common Core

The Common Core State Standards for English Language Arts focus on the importance of text complexity. As stated in Standard 10, students must be able to "read and comprehend complex literary and informational texts independently and proficiently" (Common Core State Standards for English Language Arts, College and Career Readiness Anchor Standards for Reading, NGA Center and CCSSO, 2010a, p.10). CCSS notes the following reasons for incorporating these more rigorous standards:

"Text complexity is a transaction between text, reader, and task."

- The text complexity of K-12 textbooks has become increasingly easier over the last 50 years.
- The text demands of college and careers have remained consistent or increased over the same time period.
- As a result, there is a significant gap between students' reading abilities and the text demands of their postsecondary pursuits. The Common Core states, "Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks" (Common Core State Standards for English Language Arts, Appendix A, NGA Center and CCSSO, 2010, p. 4).

The Common Core State Standards recommends a three-part model for evaluating the complexity of a text that takes into account its qualitative dimensions, quantitative measure, and reader and task considerations. It describes text complexity as "the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables…a three-part assessment of text [complexity] that pairs qualitative and quantitative measures with reader-task considerations" (NGA Center and CCSSO, 2010a, p. 43). In simpler terms, text complexity is a transaction between text, reader, and task. When examining a text, this three-part model is evidenced by (1) aspects of text best measured by attentive human readers; (2) aspects of text such as word length/frequency, sentence length, cohesion best measured by computer algorithms; and (3) variables such as the reader's cognitive capabilities, motivation, reading purpose, and the knowledge and experiences unique to each reader. In the classroom, all three aspects of text complexity must be considered because different readers bring unique abilities and dispositions to the endeavor. Consistent with the Common Core definition of text complexity as the transaction between reader, text, and task, the underlying mathematical equation used to generate a Lexile measure is based on the relationship between an examinee's actual reading comprehension level (for a given task) and the features of a specific text. In short, the Lexile measure directly reflects the Common Core transactional definition of text complexity.

"The Lexile measure directly reflects the Common Core transactional definition of text complexity."

In a study comparing various measures of text complexity (Nelson, Perfetti, Liben, & Liben, 2011), Lexile text measures were compared to various judgments of text difficulty (e.g., texts mapped to the grade bands in Table 1) and various estimates of student performance. The report concluded that "all of the metrics were reliably, and often highly, correlated with grade level and student performance-based measures of text difficulty across a variety of reference measures" (p. 46). Lexile measures were moderately correlated with texts selected for inclusion in Appendix B of the Common Core State Standards for English Language Arts whose complexity estimate was based on educator judgment; and highly correlated with texts whose complexity estimate was based on empirical data from actual student performances with the texts.

The quantitative aspect of defining text complexity consists of a stair-step progression of increasingly difficult text by grade levels (see Table 1)

(Common Core State Standards for English Language Arts, Appendix A, NGA Center and CCSSO, 2010b, p. 8).

Table 1. Text Complexity Grade Bands and Associated Lexile Ranges	**Text Complexity Grade Bands**		**Lexile Ranges Aligned to College and Career Readiness Expectations**
	K–1	N/A*	
	2–3	420L–820L	
	4–5	740L–1010L	
	6–8	925L–1185L	
	9–10	1110L–1335L	
	11–CCR**	1185L–1385L	

* Not Available at this time.
** CCR = College and Career Ready

"MetaMetrics' research on the typical reading demands of college and careers contributed to the Common Core State Standards as a whole."

MetaMetrics' research on the typical reading demands of college and careers contributed to the Common Core State Standards as a whole and, more specifically, to the Lexile-based grade bands. The following section describes the three-step process undertaken by MetaMetrics to define the grade band ranges in Table 1 above.

In the Journal of Advanced Academics (Summer 2008), Williamson investigated the gap between high school textbooks and various reading materials across several postsecondary domains. The resources Williamson used were organized into four domains that correspond to the three major postsecondary endeavors that students can choose—further education, the workplace, or the military—and, the broad area of citizenship, which cuts across all postsecondary endeavors. Williamson discovered a substantial increase in reading expectations and text complexity from high school to these various postsecondary domains— a gap large enough to help account for high remediation rates and disheartening graduation statistics (Smith, 2011).

Expanding on Williamson's work, MetaMetrics aggregated the readability information across the various postsecondary options available to a high school graduate to arrive at a standard of reading needed by individuals to be considered "college and career ready" (Stenner, Sanford-Moore, and Williamson, 2012). In the study, additional citizenship materials were included beyond those examined by Williamson (e.g., national and international newspapers and other adult reading materials such as Wikipedia articles). Using a weighted mean of the medians for each of the postsecondary options (education, military, work place, and citizenship), a measure of 1300L was defined as the general (median) reading demand for postsecondary options and could be used to judge a student's "college and career readiness."

In Texas, two studies were conducted to examine the reading demands in various postsecondary options – technical college, community college, and 4-year university programs. In terms of mean text demand, the results across these two studies and two other state postsecondary text demand studies produced similar estimates of the reading ability needed in higher-education institutions: Texas, 1230L; Georgia, 1220L; and Tennessee, 1260L. When these results are incorporated with the reading demands of other postsecondary endeavors (military, citizenship, workplace, and adult reading materials [national and international newspapers], and Wikipedia articles), the college

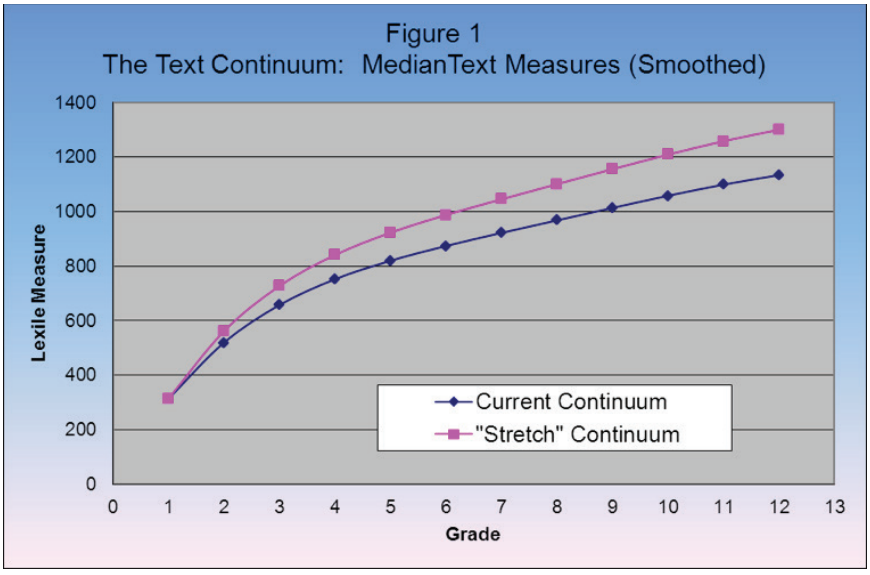
and career readiness standard for reading is 1293L (Stenner, Sanford-Moore, and Williamson, 2012).

In 2008, MetaMetrics conducted research to describe the typical reading demands and develop a text continuum of reading materials across Grades 1-12 (Williamson, Koons, Sandvik, and Sanford-Moore, 2012). For the Grade 1 through Grade 12 text demand, commonly adopted textbooks were measured to determine their difficulty (Lexile measure). A total of 487 textbooks in Grades 1 through 12 were included in the final sample. This 2008 "current" continuum (see the blue curve in Figure 1 below) can be envisioned as the "middle" or typical textbook difficulty in each grade. The curve indicates that actual text complexity increases most rapidly during the early years of schooling (Grades 1-5) and less rapidly over the remaining grades, culminating at approximately 1170L at the end of high school.

This continuum can be "stretched" to describe the reading demands expected of students in Grades 1-12 who are "on track" for college and career (Sanford-Moore and Williamson, 2012). To create the "stretch" continuum, the additional reading demand between the 2008 Grade 12 estimate of 1170L and the college and career readiness standard of 1300L was allocated across grades in the same relative proportions as it is in the current text continuum (see the pink curve in Figure 1 below). It begins at the same point as the current median text demand in Grade 1 and increases to reach 1300L at Grade 12. These two curves give a vision of what the text continuum "ought to be" to align more effectively with postsecondary demands.

"These two curves give a vision of what the text continuum "ought to be" to align more effectively with postsecondary demands."

Figure 1
The Text Continuum: MedianText Measures (Smoothed)



Using myON reader Measures

Teachers, parents, and students can use the tools within myON reader provided by the Lexile Framework to plan instruction. myON reader automatically creates a student-specific list of recommended titles that match the students' Lexile measures and reported interests.

To encourage optimal progress with the use of any reading materials, teachers

"myON reader reports help teachers quickly identify students that are reading outside their Lexile range."

"Targeting reading levels promotes growth and literacy by providing the optimal balance."

need to be aware of the complexity level of the text relative to a student's reading level. A text that is too difficult may serve to undermine a student's confidence and diminish learning. Frequent use of text that is too easy may foster poor work habits and unrealistic expectations that will undermine the later success of even the best students. myON reader reports help teachers quickly identify students that are reading outside their Lexile range.

When students confront new kinds of texts, the introduction can be softened and made less intimidating by guiding the student to easier reading. On the other hand, students who are comfortable with a particular genre or format can be challenged with more difficult reading levels, which will prevent boredom and promote the greatest rate of development of vocabulary and comprehension skills.

To become better readers, students need to be challenged continually—they need to be exposed to less frequent and more difficult vocabulary in meaningful contexts. A 75% comprehension level provides an appropriate level of challenge, but is not too challenging. If text is too difficult for a reader, the result is frustration and potentially a growing dislike for reading. If text is too easy, the result is often boredom. Targeting reading levels promotes growth and literacy by providing the optimal balance.

myON reader results can be examined at both the student level and aggregate levels (e.g., classes, grades, schools). At the individual student level, results can be used to monitor growth and forecast performance on state end-of-year assessments. Questions such as "how will a particular student likely comprehend the materials in tomorrow's lesson?" and "is student reading ability increasing across the school year?" can be answered with the results. At the aggregate level, educators can look to compare performance and growth for various groups. Figure 2 shows how a building administrator can compare student growth across two grades. Questions such as "are students growing at the same rate in both grades?" or "generally, will students have enough time to get to the 'proficient' level before the end-of-year assessment?" can be answered with this level of reporting. Typically, we expect students in middle school to grow at a slower rate than students in elementary school. If we see that the middle school students are growing at a similar rate compared to the elementary school students, then we know that students' reading abilities are really growing (and changes cannot be attributable to measurement error).

"Research suggests that individual interests and the ability to choose based on these interests influence motivation."

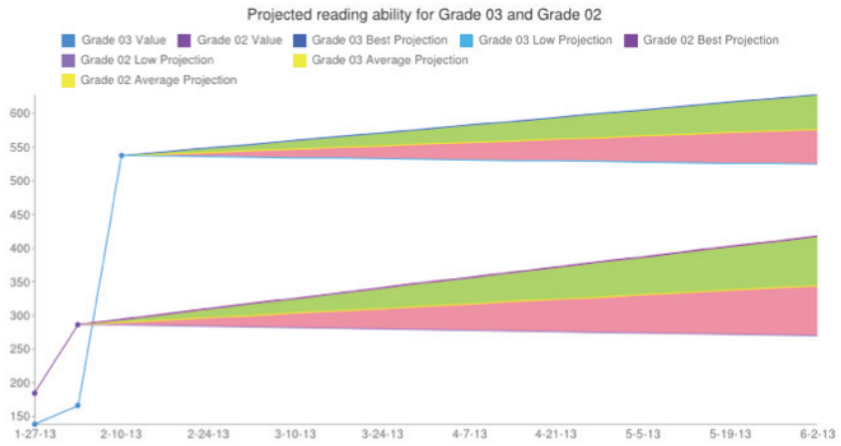


Figure 2. Sample myON reader Lexile growth report, across grades.

In addition to the Lexile measure for matching students with text, interests play an important role. Research suggests that individual interests and the ability to choose based on these interests influence motivation. Research also suggests that students are more motivated readers when they self-select texts of interest (Guthrie & Humenick, 2004; Schiefele, 1991; Wigfield and Guthrie, 1997). And, consequently, as students become more motivated to read they read more (Schiefele, 1991; Wigfield and Guthrie, 1997).

Studies investigating summer reading loss have shown that when students are provided with books at their reading level and interest areas, their gains in reading were comparable to gains one would expect in summer school (Kim, 2006). Since motivation is key to voluntary reading, two critical features of book selection are interest and reading level, and both were addressed in Kim's study. Kim demonstrated in a randomized field study that low-income students are not destined to summer loss; but rather, showed that low-income students' skills could, in fact, grow over the summer if they were able to select books at their interest level and reading level similar to how students select books within myON reader. Kim also used The Lexile Framework for Reading to match students with books at an appropriate complexity (difficulty) level.

"Studies investigating summer reading loss have shown that when students are provided with books at their reading level and interest areas, their gains in reading were comparable to gains one would expect in summer school."

Bayesian Scoring within myON reader

We have all heard the adage that "the best predictor of future behavior is past behavior." This notion is incorporated into myON reader by combining the results of the various assessments using a Bayesian statistical model. Bayesian methodology provides a paradigm for combining prior information with current data, both of which are subject to uncertainty, and for arriving at an estimate of current status, which is again subject to uncertainty. Uncertainty is modeled mathematically using probability.

For myON reader, when a student is administered the placement test, the prior information comes from knowing the student's grade level. When a student

is administered a benchmark test, the prior information comes from the placement test and previous benchmark tests. The current data in this context is the performance on the current test (i.e., placement test or benchmark test), which can be summarized as the number of items answered correctly out of the total number of items on the test.

However, if a substantial amount of time has passed since the last assessment, then allowance is made for an uncertain amount of growth in reading ability since the last assessment. This allowance is accomplished by means of a growth model, which estimates as a function of elapsed time both student growth and the augmentation in uncertainty. MetaMetrics, developers of the Bayesian scoring program used within myON reader, developed a growth-rate model based on an analysis of a longitudinal dataset that examined growth in reading and mathematics across grades 1 through 12 for approximately 100,000 students (the population was racially/ethnically diverse with about 16% of the students enrolled in special education programs, about 5% of the students enrolled in gifted education programs, and about 5% of the students enrolled in limited-English proficiency programs). The purpose of the study was to describe the functional form of growth across the grades during the school year. It was found that younger students grow at a faster rate than older, experienced students. Modeling the growth rate as a decreasing function of current ability incorporated this difference.

"The result of the Bayesian methodology within myON reader is that the student's "true" reading ability is reported after each assessment rather than how the student performed on the specific assessment on the particular day."

The result of the Bayesian methodology within myON reader is that the student's "true" reading ability is reported after each assessment rather than how the student performed on the specific assessment on the particular day.

Managing Multiple Measures

Just as myON reader uses the Lexile scale to report results, so do many other assessments. Across these various assessments the meaning of a specific Lexile measure remains the same because the scale is anchored by a theory of text complexity. This characteristic is called "invariance." A Lexile measure of 690L has the same meaning in terms of the text it contains and in terms of the reader who will likely be able to read the text with 75-percent comprehension. When looking at two Lexile measures for the same student from two different assessments, it's not that either measure is "right" or "wrong", but rather that we have two estimates of a student's "true" reading ability. If the length of time between the administrations of the tests is less than 30 days, then the student's "true" reading ability is a composite of the two estimates (e.g., average weighted by the reliabilities of the two assessments).

However, linking to the Lexile scale does not overcome biasing factors associated with the design or use of assessments that have been linked, or biases associated with the contexts of assessment administrations (Williamson, 2006). When comparing scores from two different assessments, it is important to first understand the assessments (MetaMetrics, 2012). First, the purposes of the two tests need to be understood (e.g., summative, progress-monitoring, high-stakes, low-stakes), how they were designed (e.g., computer adaptive, fixed-form, wide or narrow difficulty range), and what

type of reader the tests were designed to measure (e.g., struggling reader, advanced reader, all readers in general). Knowing these details about the tests will help in understanding why student scores may be different from one test to the next. For example, students may perform differently on a high-stakes test (e.g., state end-of-grade test) when compared with results from a low-stakes, progress-monitoring test due to motivational factors. In addition, the two tests being compared may have different psychometric properties (e.g., different reliabilities) which may also affect how similar the test results are likely to be. All of these factors can result in the same student receiving different Lexile measures from different tests. Indeed, it is highly unlikely for a student to receive identical measures (Lexile measure or otherwise) from taking two equivalent forms of the same test given the normal measurement error of a test and a student.

MetaMetrics has an application on their website (http://www.lexile.com/managing-multiple-measures/) that can be used to quantify a student's "true" reading ability based on multiple estimates of his or her reading ability.

Forecasting Student Performance with Lexile measures

There are two basic ideas underlying forecasting: first, that the experiences of the past can be used to predict the future; and second, that any such predictions include some level of uncertainty that increases the further in the future that the predicted event will occur.

A well-known type of forecasting is predicting where a hurricane will make landfall. A typical "tracking" map will depict the path that the hurricane has taken to its current position, and then a cone emanates from that position that grows wider and wider as the hurricane's future positions are predicted, typically in twelve-hour increments. The same issues that challenge the prediction of hurricane movement are also in effect when it comes to predicting a student's future performance on a test. In Figure 3, the Xs indicate a student's performance on an interim assessment instrument administered in October, December, and January. The solid line running between the Xs captures the approximate student's growth through January with the slope of the line representing the rate of growth.

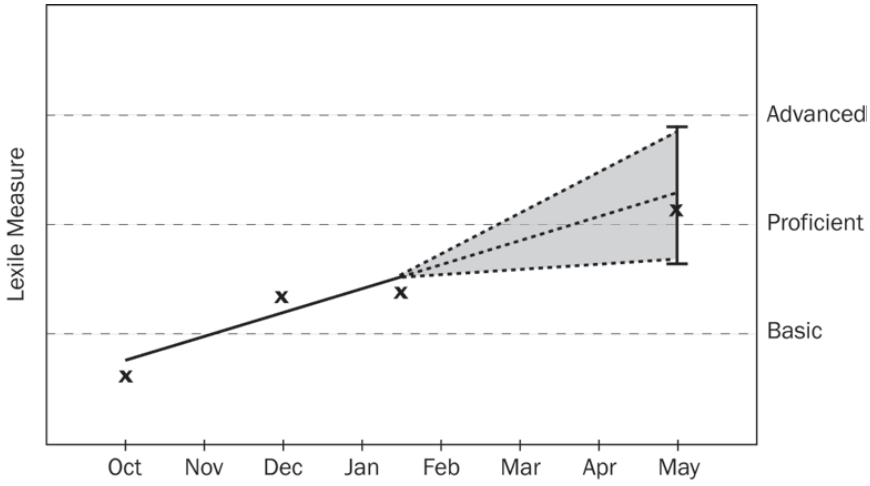


Figure 3. Sample student "tracking" map showing current test results and predicted test result.

"Reading targeted (at the student's level and interest) has been shown to lead to increased reading comprehension."

This growth rate line can be extended out to when the student will be taking an end-of-year test in May that may be used to determine if the student is promoted or retained (the dotted portion of the growth line). The promotion decision rests on whether the student achieves a score that falls above the "Proficient" performance standard. Other standards that the state may have established, in this example "Basic" and "Advanced", are also represented on the graph. The prediction is that if this student maintains his current growth rate, he will score above the "Proficient" level and will be promoted. However, since the end-of-year test will not be administered for another three months, there is a wide range of uncertainty about what his actual score may be at that time. Factors causing this uncertainty include the reliability and validity of the test score as a measure of student ability, the impact of the curriculum and the effectiveness of the instruction, and factors such as whether or not the student is feeling well when the test is administered. In this example, the student's actual score on the end-of-year test is below the prediction, but still sufficient for him to be promoted.

Conclusion

Reading targeted (at the student's level and interest) has been shown to lead to increased reading comprehension (Schiefele, 1991; Guthrie & Humenick, 2004; Jalongo, 2007; Kirsch, de Jong, LaFontaine, McQueen, Mendelovits & Monseur 2002). Smith (2009) states that research results suggest that deliberate practice consisting of the following components is essential to moving from novice to expert in a wide array of fields (Glaser, 1996; Kellogg, 2006; Shea & Paull, 1996; Wagner & Stanovich, 1996):

(1) targeted practice in which each person is engaged in developmentally appropriate activities;
(2) real-time corrective feedback that is based on each person's performance;

"With myON reader, students can engage in deliberate practice and be on a trajectory of reading development that will lead to being ready for college and career endeavors."

(3) intensive practice on a daily basis that provides results that monitor current ability;
(4) distributed practice that provides appropriate activities over a long period of time (i.e., 5–15 years); and
(5) self-directed practice in an activity for times when a coach, mentor or teacher is not available.

In addition to these five components, progress measured on an objective developmental scale can be used to monitor development. A developmental (or vertical) scale allows educators to monitor growth from novice to expert by using a scale that illustrates increasing sophistication with increasingly complex activities or tasks.

myON reader has been developed using these principals to help students "become experts" in reading and at the same time selecting materials that match their interests. With myON reader, students can engage in deliberate practice and be on a trajectory of reading development that will lead to being ready for college and career endeavors. The information in Figure 1 and the resulting ranges for grade bands (see Table 1) are used by myON reader to suggest reading materials for students that are challenging, but not too difficult. By reading materials at the upper end of his or her Lexile range, a student will be challenged while reading and grow in terms of reading ability. The student can then be matched with more demanding materials. This process can continue to spiral up to more and more demanding materials as the student's reading ability increases equaling future success in reading and CCSS support for educators and schools.

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Lexia Reading Core5 Spotlight Research Report: Advances for students classified as Tier 3 on aimsweb

Data compiled and analyzed by the Education and Research Team (research@lexialearning.com)
Lead author: Elizabeth Kazakoff, PhD

This report examines the extent to which progress in Lexia Reading Core5® (Core 5) is related to advances for students initially classified as Tier 3 on **aims**web®. Core5 is a technology-based reading program that provides students of all abilities the explicit instruction needed to accelerate mastery of reading skills. Core5 levels are organized into grade levels of material covering Pre-K through 5th grade. Core5's Auto Placement determines the appropriate start level in the program. Meeting End-of-Year (EOY) Benchmark requires that students complete all of the material up to and including the levels that correspond to their grade level. Auto Placement and End-of-Year Benchmark are correlated with **aims**web. Students may be working on a Core5 level two or more grades below their grade level (High Risk), one grade below their grade level (Moderate Risk), in their grade level (Low Risk), or above their grade level (reached EOY Benchmark). Based on real-time data, Core5 provides a monthly Prescription of Intensity specific to each student. This Prescription includes weekly recommended minutes (20-80) of program use depending on the student's risk level.

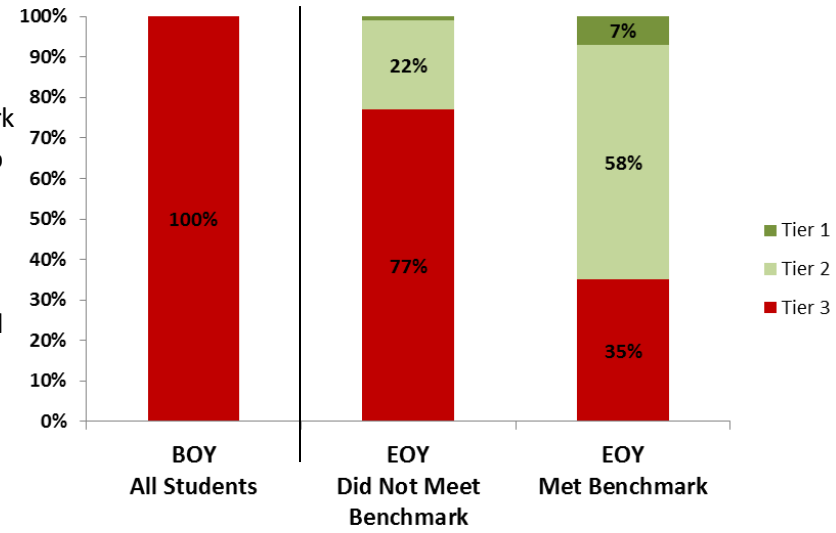
Sample Participants

Included in this report are 1,148 students in 2nd-5th grade who used Core5 for six or more months over the 2013-2014 school year. These students began the school year at risk for reading failure as determined by Tier 3 classification (<15th percentile) on the Fall **aims**web reading curriculum-based subtest (R-CBM) *and* Moderate/High Risk Core5 placement.

Outcomes

This figure compares the **aims**web outcomes for students who started the year as Tier 3 on aimsweb and either met EOY benchmark in Core5 or did not meet benchmark in Core5.

Figure 1. Change in **aims**web Tiers for students classified as Tier 3 at Beginning of Year



Nearly two-thirds of students (65%) advanced one or more tiers in **aims**web when they met benchmark compared to less than one-quarter of students who did not meet benchmark (22%).

It should be noted that Strong Users (met usage recommendations for 60% of the weeks) accounted for 71% of the students who met benchmark, while only 13% of students who did not meet benchmark were Strong Users.

These findings show a clear relationship between Core5 usage/progress and advancement in **aims**web for Tier 3, the most at-risk, students.

Lexia Reading Core5 Research Report: ELL Student Progress on Core5 & aimsweb

Authors: Elizabeth Kazakoff, PhD; Paul Macaruso, PhD; Pam Hook, PhD - research@lexialearning.com

This report examines the extent to which progress in Lexia Reading Core5® (Core5) is related to advances on **aims**web® for ELL and non-ELL students.

Key Findings

Contrary to research findings that indicate ELL students generally do not perform as well as their non-ELL peers on reading assessments (National Center for Education Statistics, 2011), this study found that by using a highly structured, personalized, blended learning approach with fidelity, ELL and non-ELL students who were matched for beginning-of-year scores made similar progress in Core5 and had comparable outcomes on **aims**web.

- Lexia Reading Core5
  - Only 30% of both ELL and non-ELL students began the school year working on material in their grade level in Core5.
  - More than 60% of both ELL and non-ELL students finished the year having met end-of-year, grade level benchmark.
  - Over one-third of at-risk ELL and non-ELL students completely closed the gap in Core5 by reaching end-of-year benchmark.
  - Only 4% of ELL and non-ELL students remained in the at-risk category at end-of-year.

- **aims**web
  - The percentage of ELL and non-ELL students in Tier 1 nearly doubled by end-of-year, with roughly half of the students in both groups finishing the year in Tier 1.
  - More than 60% of ELL and non-ELL students who were Tier 3 on **aims**web at beginning-of-year, improved one or more tiers at end-of-year, demonstrating substantial reading gains.

Introduction

Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction through adaptive technology and Core5's Auto Placement tool determines the appropriate start level for each student in the program.

- Meeting End-of-Year (EOY) Benchmark requires that students complete all of the material up to and including Core5 levels that correspond to their grade level.

- Students may be working on a Core5 level two or more grades below their grade level (High Risk), one grade below their grade level (Moderate Risk), in their grade level (Low Risk), or above their grade level (indicating that they reached EOY Benchmark).

- Based on a risk formula and other real-time performance data, Core5 provides a monthly Prescription of Intensity that includes risk-dependent, weekly-recommended minutes (20-80 min/wk) of program use.

Sample Participants

This sample consists of **442 ELL students** and a matched group of **442 non-ELL students** in grades K–5 who used Core5 with fidelity (meeting weekly recommended minutes) for six or more months over the 2013–2014 school year. The ELL and non-ELL sample was drawn from 122 Midwestern schools that provided Lexia with student-level demographic information. The schools were part of a state-wide initiative that offers state-funded access to Core5. All ELL students were included and the non-ELL participants were randomly sampled from a population of over 3,500 students within the 122 schools to create matched ELL and non-ELL groups based on Auto Placement level in Core5 and initial tier status on **aims**web.

Outcomes on Lexia Reading Core5

Similar reading gains in Core5 were found for ELL and non-ELL students. At the beginning of year, 71% of students were working below their grade level, 30% were working on material in their grade level, and no ELL or non-ELL students had completed grade level material in Core5. By end–of-year, nearly two-thirds of ELL and non-ELL students had completed grade level material in Core5 (i.e., reached EOY Benchmark). In addition, over one-third of at-risk ELL and non-ELL students who began the year two or more grade levels behind in Core5 (High Risk) closed the reading gap, having completed grade level material in Core5 and reaching EOY Benchmark. Only 4% of the ELL and non-ELL students remained in the at-risk category at the end of the year.

Outcomes on aimsweb

Progress in Core5 translated to progress on **aims**web for the students in this sample. As shown in Figure 1, the percentage of ELL students in Tier 1 increased from 28% at the beginning of the year to 55% at the end of the year, and the percentage of non-ELL students in Tier 1 increased from 28% to 47%. Tier 3 also decreased to less than 20% for both groups. For students who began the school year in Tier 3 on **aims**web, 67% of ELL and 64% of non-ELL students improved, moving up at least one tier (Figure 2).

Figure 1. Start and End Tiers on **aims**web for ELL and Non-ELL Students (N=884)

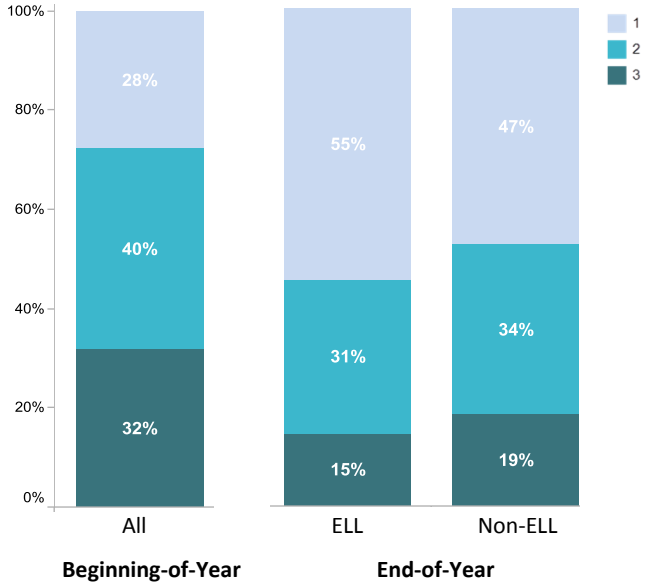
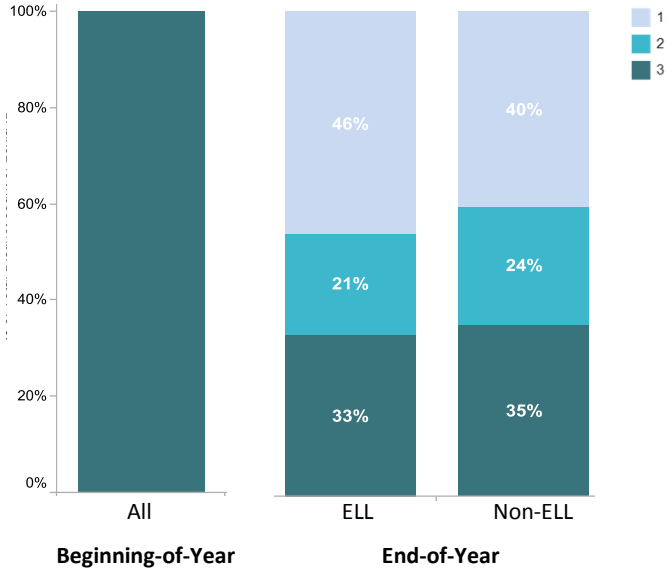


Figure 2. Start and End Tiers on **aims**web for Tier3 ELL and Non-ELL Students (N=141)



BETTER BLENDS WITH VISUAL GAME-BASED MATH

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Executive Summary

Blended learning involves a setting where students spend part of their instructional time with digital curricula and part of their time learning in a brick-and-mortar setting. Students also have some choice in which content they use, how quickly they go through it, where they do it, and for how long. Schools implement blended learning in a variety of ways and using various types of technology and curricula.

Blended learning is one of the major educational ways of promoting deeper learning by personalizing student skill building, creating new and interesting learning environments, and allowing students to access content more frequently. Deeper learning is centered on depth over breadth, and gaining a conceptual understanding in conjunction with learning procedures. Blended learning environments give students the chance to explore content that provides them with more effective critical thinking tasks and hands-on learning that promote deeper learning.

While blended learning may be implemented in a variety of models such as lab rotation and classroom rotation, the benefits of this educational concept to both students and teachers are clear. Students have more autonomy and choice in pursuing their curricular objectives. The teacher's role shifts to "guide on the side" and affords educators the ability to focus their time and efforts on individuals or small groups of students.

MIND Research Institute's Spatial-Temporal Math (ST Math®) is an ideal instructional tool to be used in blended learning environments. ST Math provides students with a visual approach to math education that is unprecedented in software, giving all students access to learning math through instruction-free learning that focuses on students problem solving and discovering math for themselves. MIND Research Institute is one of the pioneers of the lab rotation models with high fidelity use for more than a decade across a dozen city initiatives. ST Math is being blended into core math instruction as well using class rotation strategies.

MIND Research Institute is committed to applying neuroscience to the challenge of mathematical proficiency in American schools. The founding scientists believe that it is possible to engineer engaging learning pathways that help all students develop the math competencies that will prepare them for college and careers.

This paper covers topics related to the benefits for teachers and for students, in addition to a description of the various ways ST Math can become a part of a district's overall shift to personalized, digital learning. Examples are shared in which ST Math is used as a part of a core mathematics curriculum, in dynamic blended environments, and in a competency-based sequence.

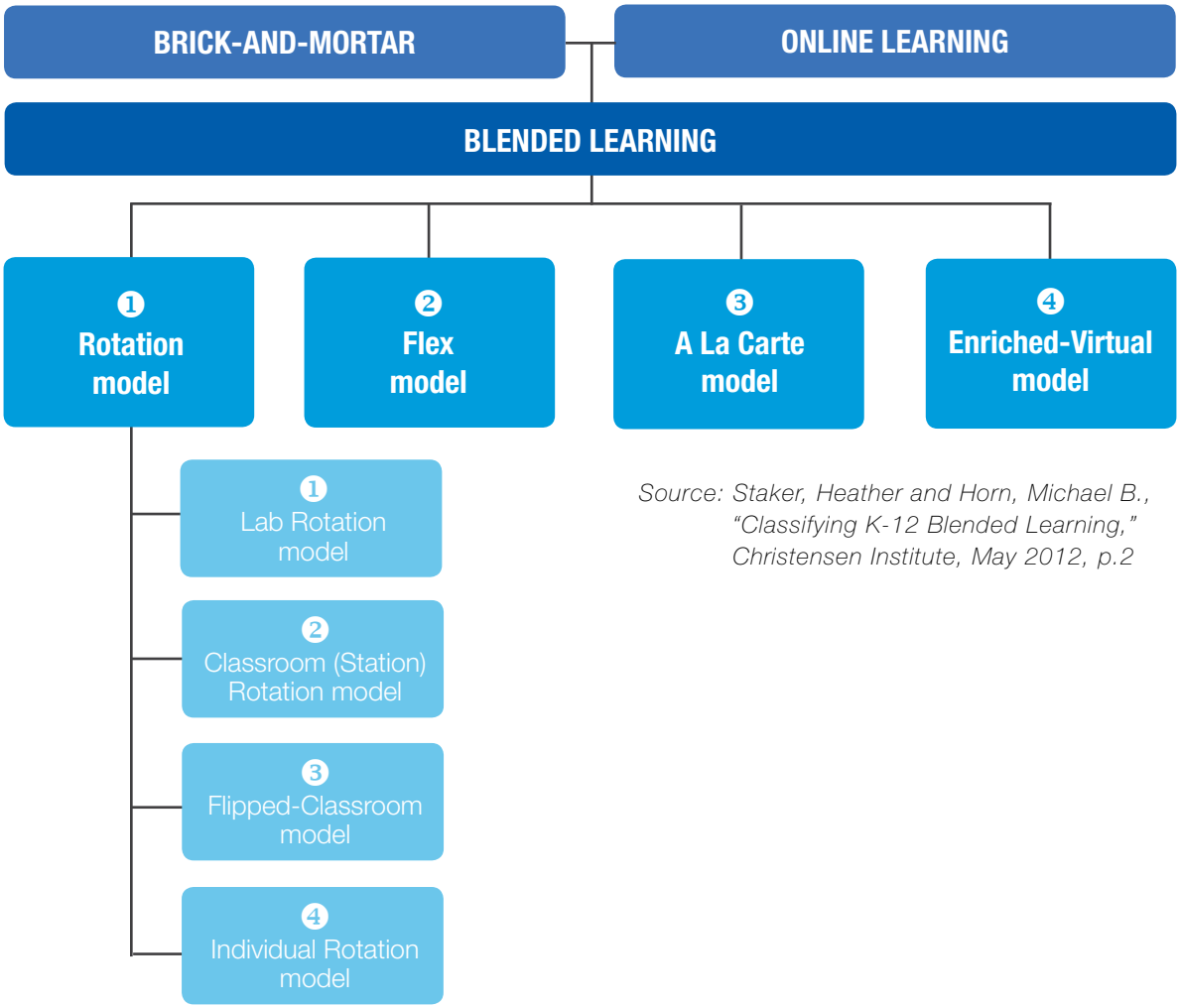
The paper also examines the learning path developed by MIND Research Institute that is used in the development and sequence of every objective addressed in the games students play. The concept of "Experience, Connect, Practice, and Apply" is now used by over 630,000 students in more than 2,050 schools across the United States.

BETTER BLENDS WITH VISUAL GAME-BASED MATH

What is Blended Learning?

Blended learning is "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace, and at least in part at a supervised brick-and-mortar location away from home."[1] This method of learning is different from other types of instruction that can be classified as traditional instruction with a technology component or fully online programs. The important distinction for blended learning being that "what students learn online informs what they learn face-to-face, and vice versa." Blended learning gives schools the flexibility to create implementation models that meet students' learning needs in a way that was nearly impossible before.

There are four types of blended learning described by the Christensen Institute: 1) Rotation model, 2) Flex model, 3) A La Carte model, and 4) Enriched-Virtual model. Within the overarching idea of a Rotation model, there are four types of rotations: 1) Lab Rotation model, 2) Classroom (Station) Rotation model, 3) Flipped-Classroom model, and 4) Individual Rotation model.[2]



Source: Staker, Heather and Horn, Michael B., "Classifying K-12 Blended Learning," Christensen Institute, May 2012, p.2

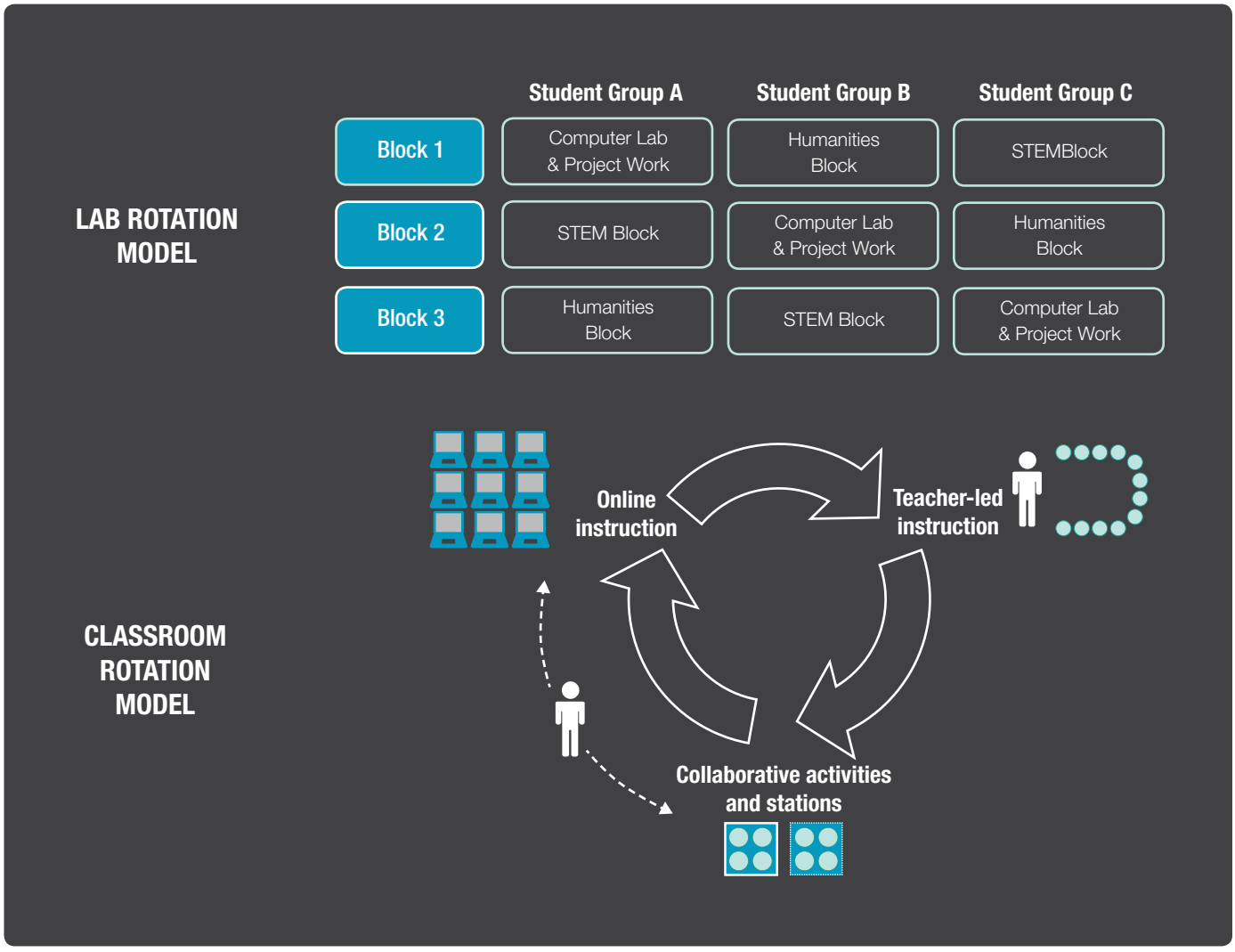
The two models most frequently used in elementary school blended learning environments are described below.

The Lab Rotation Model

This is a Rotation model in which within a given subject students go into the lab on a fixed schedule on a brick-and-mortar campus. Students rotate among rooms at the school.

The Classroom Rotation Model

In this model students rotate within the same classroom on a schedule or when directed by the teacher. The rotation includes at least one station for online learning.



Source: "Blended Learning Implementation Guide, Version 2.0," Foundation for Excellence in Education, Sept. 2013, pp. 26-27

Blended Learning Promotes Deeper Learning

Deeper learning involves skills such as problem solving, critical thinking, effective communication about a subject, collaboration, and learning how to learn.[3] It is imperative that educators in the United States rethink how American students are learning and instill the necessity for deeper learning to develop students who can compete for jobs in the global economy. Digital learning, especially in the form of blended learning, promotes deeper learning through: 1) Personalized skill building, 2) Schools and tools, and 3) Extended access.

Personalized skill building involves students working on individualized paths that meet students where their understanding of a topic ends rather than teaching them strictly based on grade-level standards. When students work at a desirable level of difficulty, they become more intrinsically motivated and learn to persevere through challenges. Schools and tools foster deeper learning by affording collaboration among students and by building a learning environment that works for those students at that site. Enhanced access provides students with options - a much wider set of time when they can access learning materials and the chance to accelerate learning.[4]

The National Research Council (NRC) describes deeper learning as "the process through which a person becomes capable of taking what was learned in one situation and applying it to new situations – in other words, learning for 'transfer.'"[5]

The NRC suggests the following strategies to facilitate deeper learning:

- Use multiple and varied representations of concepts and tasks;
- Encourage elaboration, questioning, and explanation;
- Engage learners in challenging tasks;
- Teach with examples and cases;
- Prime student motivation; and
- Use formative assessments.

The adoption of Common Core State Standards and equivalent standards is a step in the right direction for promoting deeper learning in school settings, and applying effective blended learning models increases the depth and capacity for deeper learning for students and the effectiveness and creativity of teachers. These standards give schools the opportunity to redefine and customize the educational experience for all students.[6]

Blended Learning Changes Education

Blended learning allows schools to shift from a "time above learning" to a "learning above time" approach. Students demonstrate competency and mastery working at their own pace rather than at a pace that is not their own, but is instead tied to grade-level standards. Blended learning also shifts the type and amount of feedback that is provided to students. Students receive real-time informative feedback much more frequently than what is given in a traditional classroom. Blended learning also shifts the role of the teacher from that of lecturer to facilitator. The Alliance for Excellent Education (AEE) describes this as a culture shift in education from a "teacher-centric culture to one that supports learner-centered instruction with an intense focus on the student" and blended learning is already playing a large role in this cultural shift.[7]

Schools utilize technology in order to deliver personalization and customization of instruction to the student. Schools should embrace the use of technology in a novel way in order to allow for student choice and mastery of topics.[8]

Benefits of Blended Learning for Students and Teachers

Blended learning has positive implications for both students and teachers. The new models allow students to have more autonomy and choice in their learning. Using software and accompanying technology, students receive real-time feedback that would be challenging for an individual teacher to provide. Blended learning also imposes transition on the education system to move from a teacher-centric environment to a student-centric environment. This shift gives teachers more freedom to work with small groups or individual students and promotes facilitating deeper discussion and asking open-ended questions that allow for more analytical thinking on the part of the student. The educator role shifts from that of "telling" to "asking."

Teachers want to create experiences for students that promote deeper learning, but building these experiences can be quite difficult due to a lack of time, energy, and resources.[9] Various blended learning models have the potential to create types of teaching and learning that are novel and promote deeper learning. Through these blended learning models, the student's role in learning shifts from regurgitation of facts to critical thinking and problem solving.

ST (Spatial-Temporal) Math and Blended Learning Models

ST Math, created by the MIND Research Institute, offers a blended learning solution through supplementing a strong core curriculum and creating an inherently blended learning environment for students. ST Math is now in use by 630,000 students, 25,000 teachers, in 2,050 schools in 35 states. The software works across multiple platforms, including most desktop and laptop computers and most tablets.

ST Math's approach uses game-based instructional software that boosts math comprehension and proficiency through visual learning. The games use interactive visual animations of mathematical concepts that provide real-time informative feedback to build conceptual understanding and problem-solving skills in all students. ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. ST Math uses gameplay that promotes effective learning by having all the animation and visualizations directly relate to the learning goal.[10] Students work on ST Math individually, focusing on problem solving through figuring out challenging conceptual math puzzles; meanwhile the teacher monitors students during game play, facilitates students who are struggling, and becomes familiar with the visual models used in the software.

ST Math has been used historically in a traditional lab setting, where each elementary school teacher brings his/her entire class into the computer lab to use the program at one time. When ST Math was first implemented in schools, most buildings only had labs and did not have devices accessible to every classroom or every student – necessitating the use of the Lab Rotation model.

The Lab Rotation model takes on other forms with the same principle of all students using ST Math at the same time with the classroom teacher present in a "lab-type" setting that can include mobile carts, bring your own device, and/or 1:1 learning with school-provided technology. With increased access to affordable mobile devices, most districts are improving student access to technology. This is enabling many schools to use ST Math beyond the Lab Rotation model.

ST Math is now frequently used in the Classroom Rotation model. The KIPP Empower charter school in Los Angeles, Calif., was an early adopter of the Classroom Rotation model in which students rotate from small group instruction with a teacher to collaborative activities to online instruction. Eventually class sizes increased beyond a typical KIPP primary school, and two teachers share the services of a paraprofessional that supervises the activities of the students during online instruction. The Classroom Rotation model has the added benefit of a closer link between online and teacher-led instruction.

The Classroom Rotation model existed primarily through a small number of computers in the back of a classroom. As more schools purchase tablets, they deploy them as the device used for the Classroom Rotation model. As the use of tablets grows, students have access to the devices and ST Math at most times during the school day. This flexibility in access allows students to progress through the program more rapidly because they can spend more time on ST Math.

ST Math and the Blended Learning Continuum

The paper, "The Next Generation of World Language Learning" sets up a continuum of implementation models that can be adapted to describe the various ways in which ST Math can complement core classroom math instruction.[11] The power of ST Math as an instructional software tool arises through the transfer of conceptual understanding students gain during the 1:1 time on the software to learning vocabulary and procedures in the classroom. This transfer creates an effective, beneficial and more powerful use for ST Math as a blended learning tool because there is not a significant disconnection between the online learning and what students learn in the classroom. Students also take what they learn in the classroom and practice with the visual models in ST Math, increasing their ability to think about mathematics and communicate with their teachers and other students in the classroom environment.

This paper uses blended world language solutions to explain how core instruction can be combined with digital supplementary materials across various implementation models.[12] The paper explains, "One of the key strengths of a blended learning model is the ability to customize the model to meet the individual needs of a school. Because implementation choices must be driven by the unique learning outcome goals of each school or district, it is difficult to recommend one "best" model for implementation. Additional factors that influence this decision include staffing, available technology, scheduling, and funding."[13]

The Blended Learning Continuum as described in the paper about a language program includes five distinct models that can also be applied to ST Math:

1) Students only use ST Math as the core instruction, with traditional math instruction as ***optional***.
2) Students primarily use ST Math, with traditional core math instruction ***required***.
3) Students primarily use ST Math ***integrated with*** and ***connected to*** core math instruction.
4) Students are primarily in traditional math classroom with ***required*** ST Math components to supplement core instruction.
5) Students are primarily in classroom instruction with ***optional*** time in ST Math for practice.[14]

ST Math in the Core

Items 1 through 3 in the "Blended Learning Continuum" describe instances in which ST Math functions as an integral part of core instruction. In these instances, ST Math is used in various ways ranging from ST Math as the key component of core instruction to ST Math equally balanced with core instruction. In these instances, ST Math serves as a part of an overall math curriculum that includes online instruction, small group instruction, and whole-class instruction.

Encinitas School District in San Diego County, Calif., provides a good example of implementation of ST Math in the core curriculum. In addition to the traditional model of using ST Math as a component of personalized learning, math teachers in the district bring elements of the program into whole-group core instruction.

For 30 minutes per day at least 3 days per week, ST Math is used during the whole-class lesson. Teachers use the games with a projector or an interactive whiteboard to start a conversation around mathematics, connecting vocabulary and procedures from the traditional math curriculum to the visual models used in ST Math.

Stephanie Casperson, Principal at Flora Vista Elementary School in Encinitas, explains that this bridges the gap between what happens in independent online practice and the classroom, encouraging a deeper understanding of difficult math concepts. "Kids understand the process before the teacher has even started teaching."

Teachers across the district participate in training to assure effective implementation. As individual teachers begin to see more efficient learning of units within the curriculum and students gain an upfront, conceptual understanding of material through the use of introductory activities, the role of ST Math in whole-group instruction continues to grow.

A New Digital Core. *For most of the last century, most school districts thought of a mathematics curriculum as a sequence within an adopted textbook, supplementing instruction with additional materials. Starting in the 1990s, supplementary materials often included computer games. Beginning around 2000, digital courseware became common in secondary and higher education. With the introduction of the iPad and tens of thousands of applications in 2010, the mobile revolution kicked into high gear.*

The trend continues to pick up steam. Over the next few years, most American schools will shift from print to predominantly digital instructional materials. Some districts and schools will adopt a primary digital text or courseware the way they did textbooks (e.g.,1 and 2 on the Blended Learning Continuum, but many will use a blend of several components into a flexible core curriculum that allows multiple pathways for students (e.g., 3 and 4 on the continuum).

ST Math in Dynamic Blends

Items 4 and 5 in the "Blended Learning Continuum" describe instances in which ST Math is used as a supplement to a core instructional program such as a traditional textbook that either requires practice in ST Math or offers students optional time in ST Math.

One of the top benefits of blended learning is the ability of educators to constantly adjust the structure of their programs and create the best mix of instructional components to meet student needs. Cornerstone Charter School[15] in Detroit uses three different blended learning models in grades K-9 under one roof. Rocketship Education[16] continually evaluates the components in its learning lab. They use ST Math as a Tier 1 Response to Intervention program for all K-5 students with a usage goal of 40 minutes per week in a Flexible Classroom model. Then, they refresh or realign the content on the first of every month to follow the scope and sequence of individual schools and teachers. The school finds ST Math is especially useful for English language learners because of its reliance on conceptual understanding without auditory directions or language prompts.

ST Math in a Competency-based Sequence

Several new blended school models, including the Education Achievement Authority (EAA)[17] in Detroit, offer students standards-aligned units of study and/or playlists of content modules providing several ways to learn, practice, and demonstrate mastery. With these integrated but differentiated core instructional programs, each student progresses on an individualized pathway as he/she demonstrates readiness.

ST Math is suited for use with one or two other instructional materials such as a traditional textbook and/or other math software to create a full unit of study of playlist. Usage and mastery data from ST Math can be combined with formative results from other instructional programs and/or periodic benchmark assessments to determine overall mastery.

A competency-based elementary program can be easier to facilitate in a multiage environment. Using separate grouping strategies for English Language Arts (ELA) and math with specialist teachers is another alternative. EAA K-8 schools have 19 instructional levels allowing for more dynamic grouping than traditional grade levels.

In their first year using a standards-based grading method, The Starr Detroit Academy[18] used ST Math as part of a competency-based math program in a Classroom Rotation model. Students demonstrate levels of mastery in order to progress. ST Math serves as an independent practice component of the math curriculum. The overall curriculum is identified as blended learning math instruction with 90-minute, daily blocks. The teacher plays a large part in consistently and constantly analyzing student progress and fluency. Several assessments are used together with ST Math to determine student growth measures and assure accurate placement. NWEA diagnostic assessments are used to identify at which grade level students will begin work on ST Math and a partnership with the Achievement Network has allowed for the use of Common Core-aligned interim assessments, which are taken four times per year. The administration works with educators to use the ST Math data combined with data from these additional assessments to drive instruction.

ST Math and Deeper Learning

It is instructive to understand the critical design principles that underpin the program for the student 1:1 experience with ST Math and for the teachers. ST Math is designed to introduce mathematical concepts as puzzle-type games with the language and symbols removed. It provides rich interactive learning experiences for all students beginning in kindergarten and continuing into middle school. Students who are able to use pattern imagery to solve math problems exhibit a deeper conceptual understanding of math topics and are better able to abstract and generalize.[19] ST Math builds students' pattern recognition, enabling them to solve non-routine problems.

ST Math addresses all of the National Research Council's suggestions for facilitating deeper learning.

Use multiple and varied representations of concepts and tasks

- Every ST Math objective, which is a learning trajectory to learn a math topic, contains multiple visual representations of the topic, increasing student ability to apply and transfer knowledge to new situations.

Encourage elaboration, questioning, and explanation

- Because ST Math is language-free and includes no instructions, teachers are taught to be facilitators, asking open-ended questions to promote student thought and explanation.

Engage learners in challenging tasks

- Each level of ST Math introduces a new element that engages students in a desirable level of difficulty that challenges them in an appropriate way.

Teach with examples and cases

- MIND Research encourages teachers to use ST Math in the classroom setting to round out the blended learning environment with a holistic view of math learning.

Prime student motivation

- Students become intrinsically motivated to learn, play ST Math, and persevere through challenging content because they learn what it feels like to succeed when challenged.

Use formative assessments

- ST Math includes a pre- and post-quiz for every objective in order to increase student metacognition about what they are learning and to inform teachers.

ST Math Benefits Students and Teachers in Blended Learning Models

ST Math results are remarkable considering that it is typically used to supplement a traditional core curriculum. The program is designed to extend and apply a core curriculum and, because of the individualized nature of the program, some students move more quickly or slowly than whole-group instruction. The implementation of Common Core State Standards and the next generation of state assessments have whetted the appetite for high-quality tools and content like ST Math that can personalize instruction. At its core, the shift to blended learning is premised on the promise of customized learning to improve student outcomes.[20]

ST Math has many benefits for students, some of which are easily measured such as increases in standardized test scores and others that are less simple to quantify. From a measurable, mathematical proficiency standpoint, ST Math has proven to increase student proficiency on standardized tests. The program also directly affects growth of students' executive functions. Students develop incredible persistence in problem solving (one of the Common Core Practice Standards) through playing at desirable levels of difficulty that are intentionally built into the software. The program does not provide students with hints, or resort to telling them the answer. As a result, students learn by paying close attention to the real-time informative feedback they receive in response to their individual answers.

ST Math's focus on persistent problem solving has been shown to have a dramatic impact on students' motivation and attitude towards math. MIND Research Institute measures student motivation and attitude through an annual survey of teachers in classrooms using the ST Math program. In June of 2013 MIND Research surveyed approximately 1,180 teachers, which produced the following results:

"ST Math has made math learning more fun for my students and for me."
– 90% Agree or Strongly Agree

"ST Math has engaged students who are usually difficult to engage productively."
– 84% Agree or Strongly Agree

"ST Math has improved the attitude of my students towards math."
– 85% Agree or Strongly Agree

Teachers notice changes in student behavior and an increase in softer skills after only a short amount of time. Students engage strongly with ST Math because they are problem solving, discovering, and trying new puzzles regularly. Students are intrinsically motivated to continue to play because they are consistently surmounting challenges. Psychological research has shown that extrinsic rewards have negative effects on students' intrinsic motivation to learn.[21] ST Math capitalizes on students' drive to achieve competence within game-play through problem solving and attainment of mastery on each level to increase their motivation around math learning. When playing ST Math games, students do not expect any tangible, extrinsic rewards that are present in most educational software that rely on the tenets of gamification to motivate students.

MIND's ECPA Learning Path and Blended Learning

ST Math is built on a four-step learning path:

Experience ▸ Connect ▸ Practice ▸ Apply

The ECPA learning path was developed by the MIND Research Institute as a model for the learning process. Research suggests that engaging with cognitively challenging mathematical tasks, namely those promoting flexible thinking, reasoning and problem solving, is a primary mechanism for promoting conceptual understanding of mathematics,[22] and that the 15 types of mathematical tasks, or experiences that students have significantly influences what they learn.[23] Based on these research findings, MIND spent time fully developing ECPA and creating the software to support the path.

Experience: The Experience piece of the learning path is the technological component of blended learning. Students work 1:1 with ST Math, gaining problem-solving skills in a language-free environment. Each objective begins with students solving challenging problems posed entirely visually. Students engage in a deep, conceptual gameplay experience that gets them involved in making sense of mathematics for themselves. Every puzzle provides real-time informative feedback that adapts to individual in-game actions, allowing students to try their own solutions, make mistakes, and learn from those mistakes.

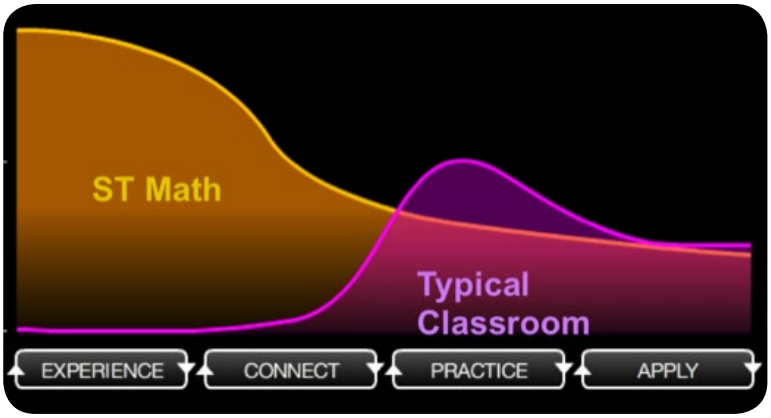
During this time students determine their own pace through the program, which is one of the critical components for the online portion of blended learning.

This teacher is using ST Math in the classroom as part of a math lesson.

Connect: This element of the learning path involves students and teachers building the bridge in understanding between conceptual and procedural mathematics in a blended learning environment. Once students solve the initial experience puzzles, they begin to develop an intuition about the mathematics being taught (building their internal schema). At this point, it is important to connect these new ideas to previous math content, and to other mathematical representations.

Classroom discussion of interesting puzzles and students' solution strategies is a valuable part of this process. ST Math provides professional development that helps teachers understand their important role in the Connect phase and how to facilitate students as they develop their conceptual understanding. Research shows that developing conceptual understandings and procedural skills feed on one another in an iterative process.[24] As teachers discuss the concepts students learn on ST Math and directly tie them to procedures in the classroom, students are able to deepen their understanding of both.

It is worth noting that in the traditional classroom model, and in most mathematics educational software, the Experience and Connect phases of the learning path are generally less prominent than they are in ST Math. Typically students are told how to perform a new mathematical procedure/algorithm by watching a lecture or a video, and then moved directly to the Practice phase. In general, implementing the Experience and Connect phases of the learning path is a challenging task for many teachers. Creating hands-on, conceptual experiences for students in the classroom requires teachers to have deep content knowledge. And for that experience to be effective, all students need to receive real-time informative feedback on their ideas as they try them out, which is practically impossible given the large class sizes in many areas. However, with ST Math, all teachers can provide direct access for all students to these critical phases of the learning path, which makes ST Math an even more powerful blended learning tool.



ST Math provides all students with the same hands-on learning experience that is challenging to produce in a classroom.

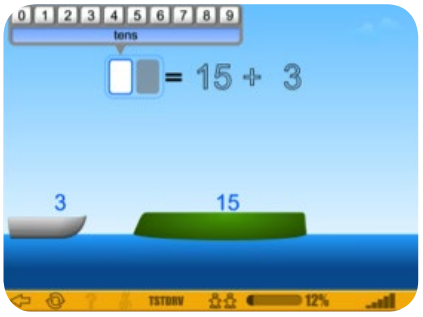
Practice: Once students have developed a good conceptual understanding of a mathematical idea or procedure, they need opportunities to practice and develop fluency. This can happen in both areas of blended learning – on the device and/or in the classroom.

In a single grade level of ST Math, students will solve approximately 4,000 puzzles, many of which are classified as L.I. or "Language Integration" with the mathematical symbols or key vocabulary embedded into the games.

Students are exposed to various visual models that represent the same math concept. Research has shown that variability during practice may slow practice down, but the variation leads to better long-term retention of the concepts and information.[25] Multiple external representations of a math topic support cognitive processes in learning and problem solving, specifically on computers.[26] ST Math places the cognitive load on the students during 1:1 time to translate between representations, and the teacher is expected to make those connections explicit for students during class time.

Apply/Generalize: Once students conceptually understand a mathematical idea, and can use/perform it fluently, to complete the learning path they need to apply it and generalize their understanding. In a traditional math class using text-based materials, this is done typically with word problems. Word problems are a limited version of an application task, and in most cases they are nothing more than a word-based version of the same problems students have been solving previously. In order to generalize mathematical understanding students need to be challenged with new situations that require them to model with the mathematics they have learned.

ST Math harnesses the benefits of blended learning to create a comprehensive environment where students learn at their own pace and develop fluency on the software, and then communicate and make connections through interactions with other students and teacher instruction.



Example of a visual model incorporating symbols in ST Math.

Conclusion

The shifts to college- and career-ready standards and the next generation of online assessments create a once-in-a-generation opportunity to reimagine teaching and learning. As schools and districts across the country implement the new standards and assessments, teachers and educational leaders increasingly are exploring the potential of technology to bridge the gap between the outdated factory model and what the Hewlett Foundation refers to as "deeper learning competencies."[27]

The educational technology market has risen to meet increased demand with countless sources of content, instruction and resources now available to schools and districts. Solutions like ST Math offer evidence-based, research-backed content with proven results.

For example, Change the Equation *(http://changetheequation.org)*, an initiative to mobilize the business community to improve the quality of STEM learning in the United States, recognized ST Math as a program that consistently yields positive results for students. Similarly, Business Roundtable *(http://businessroundtable.org/media/news-releases/business-roundtable-recognizes-five-programs-for-outstanding-work-i)* recognized ST Math as an "Outstanding" K-12 STEM education program. And, a study by WestEd validated MIND Research Institute's methodology for evaluating student achievement proficiency in the Los Angeles Unified School District. Increases in proficiency realized in Los Angeles through the use of ST Math have been confirmed in comparable urban areas such as Baltimore, Chicago, Houston, Las Vegas, Minneapolis, New York, Orlando, Philadelphia, Seattle and Washington, D.C. [28]

Harnessing the power of blended learning is an obvious choice for educational leaders who are approaching the new standards and assessments as a way to personalize instruction and better prepare students to be college- and career-ready. This paper illustrates the potential to use ST Math as a proven blended learning solution with flexibility as a supplement to a traditional curriculum, part of a dynamic blend, or the core component of an innovative, competency-based approach.

MIND is closing the "experience gap" and building a pathway to proficiency for millions of students in America and worldwide.

Author Bios

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Director, Content Creation

Nisbet began his education career by teaching a class of 15 at an idyllic private all-girls school in rural England. After moving to the U.S., Nisbet taught Mathematics, AP Physics, and AP Computer Science at Van Nuys Senior High, where he was a pioneer of integrating technology into the classroom, and utilizing project-based learning to engage students' critical thinking skills. At Van Nuys, he successfully spearheaded the implementation of the LAUSD Los Angeles Virtual Academy program as a solution for Algebra 1, and collaborated with AP Readiness Program in Computer Science.

Leaving the classroom in 2006, he became a Mathematics Specialist for the Los Angeles Unified School District, where he designed and delivered professional development programs and implemented the transition to Response to Intervention (RTI) programming. He has written, designed and implemented several instructional guides and curriculum, focusing on middle school and high school math (Grade 6 and 7; Algebra Readiness; Algebra 1 & 2; and Geometry).

Nisbet joined the nonprofit MIND Research Institute team as Senior Mathematics Specialist in the spring of 2010, becoming the Director of Content Creation in early 2011. At MIND, Nisbet devotes his time to reaching into the structure and beauty of mathematics and finding ways to build engaging, interactive and completely visual games that teach all students how math really works.

Dana Luther
Associate Product Manager

A previous math educator, Luther has combined experience with training and building strategic plans for increasing impact on student learning. She now works with MIND Research as Assoc. Product Manager, facilitating collaboration between engineering and other departments for releases and program launches. She is responsible for program roadmaps, participating in requirements writing with the engineering team, writing collateral and gathering information that influences prioritization of projects.

Disclosures

Tom Vander Ark is author of Getting Smart: How Digital Learning is Changing the World and CEO of Getting Smart, a education advocacy firm. Tom advocates for innovations that customize and motivate learning and extend access. MIND Research is a Getting Smart Advocacy Partner.

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MS-WP-101-150105

ROADMAP TO THE REPORT:

WestEd Evaluation of MIND Research Institute's ST Math Program in California

This study looked at grade-level average California Standards Test (CST) Math scores at all schools in California having grades that used the ST Math program for the first time in 2010-11, and compared them to a matched set of other schools in the state that did not use ST Math. This roadmap points out key findings, report features and references pages from the full report for more information.

Who was included in the study?

This Roadmap focuses on the results found at the 129 California elementary schools that fully implemented ST Math for the first time during the 2010-11 school year, meaning at least 85% of the students in that grade were enrolled in the ST Math program and on average completed at least 50% of the program. Because the intention was to evaluate the impact of ST Math at schools that were not already high-performing, the study excluded grades in the top 15% of statewide math performance. The grades using ST Math included more than 19,980 second through fifth grade students in 209 grades. The demographics were on average 72% low income, 66% Latino and 6% African American.

What data was used?

Thanks to implementation of ST Math across all classrooms in each grade, the study used grade-average 2010 and 2011 California Standards Test (CST) Math scores and proficiency level percentages reported by the California Department of Education.

What are the main take-aways?

The study found the proportion of students who scored either Proficient or Advanced (i.e., above the No Child Left Behind requirement) after fully implementing ST Math to be, on average, 6.38 percentage points higher than students in the comparison grades, a 0.47 effect size* (p. 12, Exhibit 6). Additionally, the modeling predicted that grades fully implementing ST Math scored Advanced on the CST math at a rate that was, on average, 5.58 percentage points higher than in comparison grades that were not provided with ST Math. Here, ST Math's effect size was 0.40.* In a third measurement, the impact of ST Math on scale scores was evaluated, and the effect size was 0.42,* which means that a school at the 50th percentile statewide would move up 16 percentile points in statewide ranking after implementing ST Math for one year.

**These effect sizes are well beyond the federal What Works Clearinghouse (WWC) criteria of 0.25 for "substantively important" effect. Effect size is the difference between the mean values of two sets of data — one treatment and one control — and is measured in units of standard deviation. Each of these followed rigorous WWC standards for quasi-experimental match validity and met the rigorous WWC specifications for statistical significance, per the WWC Procedures and Standards Handbook, Version 3.*

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Did the study look at individual grade levels?

In addition to aggregating results across all grade-levels, second through fifth, the study also looked at individual grade levels and reported out effect sizes on scale scores ranging from 0.28 to 0.56, at p-values from .001 to .068.

How were the comparison schools chosen?

The comparison grades were randomly selected schools that had not used ST Math prior to or during the 2010-11 school year but were matched in demographics and prior math performance. Comparison schools were selected from the same districts which were using ST Math, in order ensure that they were geographically similar to the ST Math schools. Mahalanobis distance matching was used to identify comparison grades similar in math performance and demographics (p. 6), and the comparison groups' selection process meets the rigorous What Works Clearinghouse standards. (Appendix B, p.19).

What kinds of analyses were done for the study?

This report performed Intent-to-Treat (ITT) as well as Treatment-on-Treated (ToT) analyses:

- ITT, considered a more conservative estimate of impact, looked at differences between all grades that were provided ST Math, regardless of the extent to which they implemented the program (p. 3).
- ToT analyses included only grades that implemented ST Math to a minimally adequate level of coverage of math concepts. That is, at least 85% of students in each grade used the program and covered at least 50% of the material.

Both analysis methods produced consistently favorable and significant results, with the ToT analysis showing as expected, notably higher effect sizes (p. 8, Exhibit 3; p. 12, Exhibit 6).

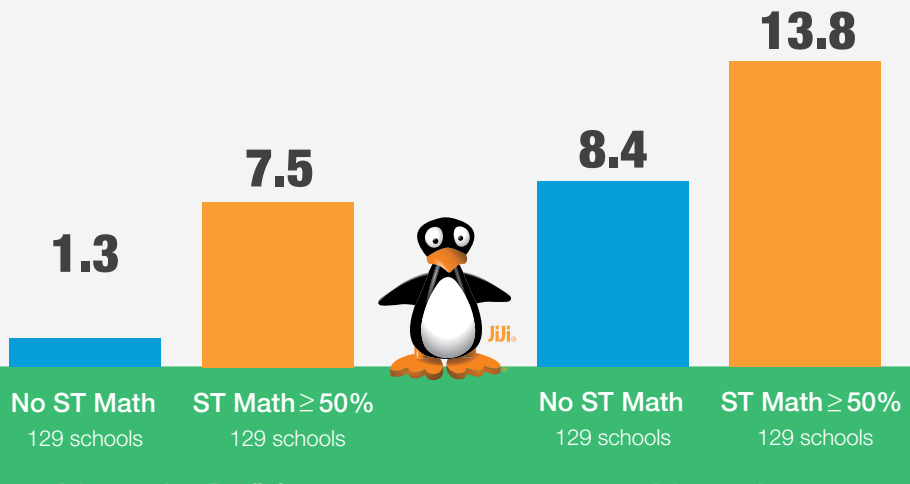
What outcomes did the study examine?

- Grade-level 2011 CST-Math mean scale scores. (0.42 effect size for grades fully implementing ST Math.)
- The proportion of students in each grade who were Advanced in math. (Effect size 0.40 for grades fully implementing ST Math; equivalent to ST Math students scoring 5.58 percentage points higher, on average, than students in comparison grades.)
- The proportion of students in each grade who were either Proficient or Advanced in math. (Effect size 0.47 for grades fully implementing ST Math; equivalent to ST Math students scoring 6.32 percentage points higher, on average, than students in comparison grades.)

The full report, titled "Evaluation of the MIND Research Institute's Spatial-Temporal Math (ST Math) Program in California" (WestEd, October 2014), can be found at http://hubs.ly/y0hm2j0.

Beyond the Report -- Absolute Growth Figures

Growth in math proficiency from baseline (2009-10) for ST Math schools compared to similar schools.



	Ka = Marian Knights	Kb = (Sac. State Hornets)	Kc = Lafayette College Leopards	Kd = (Loyola Marymount Lions)		1a = Hawaii BYU Seasiders
7:45		LAUNCH				
8:00						
8:10			v			
8:20	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
8:30	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
8:40	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
8:50	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
9:00	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
9:10	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
9:20	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
9:30	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
9:40	Math - Hannah	ELA1 - Antoniono	LL - Jessica	ELA2 - Chaka		Math - Athena
9:50	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		LL - Joe
10:00	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		LL - Joe
10:10	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		LL - Joe
10:20	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		LL - Joe
10:30						LL - Joe
10:40						LL - Joe
10:50	Lunch	Lunch	Lunch	Lunch		LL - Joe
11:00						
11:10	Recess	Recess	Recess	Recess		LUNCH
11:20	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		
11:30	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		Recess
11:40	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		LL - Joe
11:50	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		LL - Joe
12:00	LL - Jessica	ELA1 - Antoniono	Math - Hannah	ELA2 - Chaka		ELA2 - Carlos & MS
12:10	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		ELA2 - Carlos & MS
12:20	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		ELA2 - Carlos & MS
12:30	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		ELA2 - Carlos & MS
12:40	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		ELA2 - Carlos & MS
12:50	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		ELA2 - Carlos & MS
1:00	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		ELA2 - Carlos & MS

	Ka = Marian Knights	Kb = (Sac. State Hornets)	Kc = Lafayette College Leopards	Kd = (Loyola Marymount Lions)		1a = Hawaii BYU Seasiders
1:10	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		ELA2 - Carlos & MS
1:20	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		ELA2 - Carlos & MS
1:30	ELA2 - Chaka	Math - Hannah	ELA1 - Antoniono	LL - Jessica		Art/SS/Science = M
1:40	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		PE = Tues, Wed, Fri
1:50	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		PE = Tues, Wed, Fri
2:00	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		PE = Tues, Wed, Fri
2:10	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		PE = Tues, Wed, Fri
2:20	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		ELA2 - Carlos & MS
2:30	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		ELA2 - Carlos & MS
2:40	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		ELA2 - Carlos & MS
2:50	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		ELA2 - Carlos & MS
3:00	ELA2 - Chaka	LL - Jessica	ELA1 - Antoniono	Math - Hannah		ELA2 - Carlos & MS
3:10	Art/SS/Science = M	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	PE = Mon, Tues, Wed		ELA2 - Carlos & MS
3:20	Art/SS/Science = M	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	PE = Mon, Tues, Wed		ELA2 - Carlos & MS
3:30	PE = Tues, Wed, Fri	Art/SS/Science = Tues	PE = Mon, Tues, Fri	PE = Mon, Tues, Wed		ELA2 - Carlos & MS
3:40	PE = Tues, Wed, Fri	PE = Mon, Wed, Fri	Art/SS/Science = Wed	PE = Mon, Tues, Wed		ELA2 - Carlos & MS
3:50	PE = Tues, Wed, Fri	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	Art/SS/Science = Friday		ELA2 - Carlos & MS

1b = CSU East Bay Pioneers	1c = USC Trojans		2a = SJCC Jaguars	2b = SJSU Spartans	2c = Fresno State Bulldogs
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		LL - April	Math - Phil	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		Math - Phil	LL - April	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		Math - Phil	LL - April	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		Math - Phil	LL - April	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		Math - Phil	LL - April	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		Math - Phil	LL - April	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos 219		Math - Phil	LL - April	ELA1 - Jessica
			Math - Phil	LL - April	ELA1 - Jessica
			Math - Phil	LL - April	ELA1 - Jessica
			Math - Phil	LL - April	ELA1 - Jessica
ELA1 - Michelle	ELA2 - Carlos		Lunch		
ELA1 - Michelle	ELA2 - Carlos				
LL - Joe	Math - Athena		Recess		
LL - Joe	Math - Athena		ELA2 - Erin	ELA1 - Jessica	Math - Phil
LL - Joe	Math - Athena		ELA2 - Erin	ELA1 - Jessica	Math - Phil
LL - Joe	Math - Athena		ELA2 - Erin	ELA1 - Jessica	Math - Phil
LL - Joe	Math - Athena		ELA2 - Erin	ELA1 - Jessica	Math - Phil
LL - Joe	Math - Athena		ELA2 - Erin	ELA1 - Jessica	Math - Phil
LL - Joe	Math - Athena		ELA2 - Erin	ELA1 - Jessica	Math - Phil
LL - Joe	Math - Athena		ELA2 - Erin	ELA1 - Jessica	Math - Phil

1b = CSU East Bay Pioneers	1c = USC Trojans		2a = SJCC Jaguars	2b = SJSU Spartans	2c = Fresno State Bulldogs
LL - Joe	Math - Athena		ELA2 - Erin	ELA1 - Jessica	Math - Phil
PE = Mon, Wed, Fri	PE = Mon, Tues, Fri		ELA2 - Erin	ELA1 - Jessica	Math - Phil
Art/SS/Science = Tues	PE = Mon, Tues, Fri		ELA2 - Erin	ELA1 - Jessica	LL - April
PE = Mon, Wed, Fri	Art/SS/Science = Wed		ELA2 - Erin	ELA1 - Jessica	LL - April
PE = Mon, Wed, Fri	PE = Mon, Tues, Fri		ELA2 - Erin	ELA1 - Jessica	LL - April
PE = Mon, Wed, Fri	PE = Mon, Tues, Fri		ELA2 - Erin	ELA1 - Jessica	LL - April
Math - Athena	LL - Joe		PE = Monday/Wed	Art/SS= Mon/Wed	PE = Monday/Wed
Math - Athena	LL - Joe		SS/Art/Science = Tues/Friday	PE = Tues/Friday	SS/Art/Science = Tues/Frid
Math - Athena	LL - Joe				
Math - Athena	LL - Joe				
Math - Athena	LL - Joe				
Math - Athena	LL - Joe		ELA2 - Erin	ELA1 - Jessica	LL - April
Math - Athena	LL - Joe		ELA2 - Erin	ELA1 - Jessica	LL - April
Math - Athena	LL - Joe		ELA2 - Erin	ELA1 - Jessica	LL - April
Math - Athena	LL - Joe		ELA2 - Erin	ELA1 - Jessica	LL - April
Math - Athena	LL - Joe		ELA2 - Erin	ELA1 - Jessica	LL - April

2d = ASU Suns		3a = (Grand Valley State Lakers)	3b = Michigan Wolverines	3c = (San Diego State Aztecs)	3d = (University of Hawaii Warriors)	
ELA2 - Erin		LL - Coral	Math - Chu	ELA - Macias	ELA - Prado	
ELA2 - Erin		LL - Coral	Math - Chu	ELA - Macias	ELA - Prado	
ELA2 - Erin		LL - Coral	Math - Chu	ELA - Macias	ELA - Prado	
ELA2 - Erin		LL - Coral	Math - Chu	ELA - Macias	ELA - Prado	
ELA2 - Erin		LL - Coral	Math - Chu	ELA - Macias	ELA - Prado	
ELA2 - Erin		Art/SS/Science = M	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	PE = Mon, Tues, Wed	
ELA2 - Erin		PE = Tues, Wed, Fri	Art/SS/Science = Tues	PE = Mon, Tues, Fri	PE = Mon, Tues, Wed	
ELA2 - Erin		PE = Tues, Wed, Fri	PE = Mon, Wed, Fri	Art/SS/Science = Wed	PE = Mon, Tues, Wed	
ELA2 - Erin		PE = Tues, Wed, Fri	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	Art/SS/Science = Friday	
ELA2 - Erin		PE = Tues, Wed, Fri	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	Art/SS/Science = Friday	
ELA2 - Erin		LL - Coral	Math - Chu (Athena Supports)	ELA - Macias	ELA - Prado	
ELA2 - Erin		LL - Coral	Math - Chu (Athena Supports)	ELA - Macias	ELA - Prado	
ELA2 - Erin		LL - Coral	Math - Chu (Athena Supports)	ELA - Macias	ELA - Prado	
ELA2 - Erin		LL - Coral	Math - Chu (Athena Supports)	ELA - Macias	ELA - Prado	
ELA2 - Erin		LL - Coral	Math - Chu (Athena Supports)	ELA - Macias	ELA - Prado	
ELA2 - Erin		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
ELA2 - Erin		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
ELA2 - Erin		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
ELA2 - Erin		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
		Lunch				
LL - April						
LL - April		Recess				
LL - April						

2d = ASU Suns		3a = (Grand Valley State Lakers)	3b = Michigan Wolverines	3c = (San Diego State Aztecs)	3d = (University of Hawaii Warriors)	
LL - April		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
LL - April		Math - Chu	LL - Coral	ELA - Macias	ELA - Prado	
LL - April		ELA - Macias	ELA - Prado	LL - Coral	Math - Chu	
LL - April		ELA - Macias	ELA - Prado	LL - Coral	Math - Chu	
LL - April		ELA - Macias	ELA - Prado	LL - Coral	Math - Chu	
LL - April		ELA - Macias	ELA - Prado	LL - Coral	Math - Chu	
Math - Phil		ELA - Macias	ELA - Prado	LL - Coral	Math - Chu	
Math - Phil		ELA - Macias	ELA - Prado	LL - Coral	Math - Chu	
Math - Phil		ELA - Macias	ELA - Prado	LL - CoralaSF VBN	Math - Chu	
Math - Phil		ELA - Macias	ELA - Prado	LL - Coral	Math - Chu	
Art/SS= Mon/Wed		ELA - Macias	ELA - Prado	LL - Coral	Math - Chu	
PE = Tues/Friday		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
Math - Phil		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
Math - Phil		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
Math - Phil		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
Math - Phil		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
Math - Phil		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	
		ELA - Macias	ELA - Prado	Math - Chu	LL - Coral	

4c= UC San Diego Tritons	4b = University of Washington Huskies	4a = Harvard Crimson	4d= Newbury Night Hawks		5a = Colorado Buffalos
Art/SS/Science = M	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	e		LL - Joe
PE = Tues, Wed, Fri	Art/SS/Science = Tues	PE = Mon, Tues, Fri	PE = Mon, Tues, Wed		LL - Joe
PE = Tues, Wed, Fri	PE = Mon, Wed, Fri	Art/SS/Science = Wed	PE = Mon, Tues, Wed		LL - Joe
PE = Tues, Wed, Fri	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	Art/SS/Science = Friday		LL - Joe
PE = Tues, Wed, Fri	PE = Mon, Wed, Fri	PE = Mon, Tues, Fri	PE = Mon, Tues, Wed		LL - Joe
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		LL - Joe
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		LL - Joe
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		LL - Summers
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		LL - Summers
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		Math - Summers
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		PE = Monday/Wed
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		SS/Art/Science = Tues/Friday
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		
LL - Denise	Math - Jake	ELA1 -Rachel	ELA2 - Toya		Math - Summers
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		Math - Summers
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		Math - Summers
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		Math - Summers
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		Math - Summers
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		Math - Summers
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		Math - Summers
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		Math - Summers
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		ELA1 - Lucero
Math - Jake	LL - Denise	ELA1 -Rachel	ELA2 - Toya		ELA1 - Lucero
Math - Jake		ELA1 -Rachel	ELA2 - Toya		ELA1 - Lucero
					ELA1 - Lucero
Lunch					ELA1 - Lucero
Recess					Lunch

4c= UC San Diego Tritons	4b = University of Washington Huskies	4a = Harvard Crimson	4d= Newbury Night Hawks		5a = Colorado Buffalos
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		Recess
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		ELA1
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		ELA1
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		ELA1
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		ELA1
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		ELA1
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		ELA1
ELA1 -Rachel	ELA2 - Toya	LL - Denise	Math - Jake		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1
ELA1 -Rachel	ELA2 - Toya	Math - Jake	LL - Denise		ELA1

5b = Ohio State Buckeyes
ELA1 - Lucero
ELA1 - Lucero
ELA1 - Bailey Supports
ELA1 - Bailey Supports
ELA1 - Bailey Supports
ELA1 - Bailey Supports
ELA1 - Bailey Supports
ELA1 - Lucero
ELA1 - Lucero
ELA1 - Lucero
Art/SS= Mon/Wed
PE = Tues/Friday
ELA1 - Lucero
ELA1 - Lucero
ELA1 - Lucero
ELA1 - Lucero
ELA1 - Lucero
ELA1 - Lucero
ELA1 - Lucero
ELA1 - Lucero
Math - Summers
Math - Summers
Math - Summers
Math - Summers
Math - Summers

5b = Ohio State Buckeyes
Math - Summers
Math - Summers
Math - Summers
Math - Summers
Math - Summers
Math - Summers
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LL - Summers

Data-Driven Instruction at Rocketship: Playbook (2014-2015 Edition)

Table of Contents

Introduction

The 4 Habits of Data-Driven Educators

Rocketship Schools will be able to...	Because of...
DDI HABIT #1: *Gather* EVIDENCE • accurately and efficiently gather quantitative and qualitative forms of data on what students are getting right or wrong and how they are progressing toward the big goal • regularly gather diagnostic, formative, and summative data (i.e., before, during, and after a unit, or ~1x a week) to gauge mastery and growth • regularly and sufficiently (i.e., ~1x a week) track and analyze data so that it can inform short- and long-term planning and differentiation	**RESOURCES** • Disaggregated formative data reports on SchoolZilla • Student work portfolio guidelines and templates • Streamlined, user-friendly SchoolZilla workbooks • Sample formative assessment trackers for quantitative and qualitative data **TRAINING** • PD for teachers on our suite of assessments • PD for teachers on how to gather more varied, frequent formative data • PD for school leaders on conducting data-driven coaching observations **STRUCTURES** • Weekly/biweekly coaching observations • Suite of high-quality, centralized assessments • Expanded formative assessment network recommendations
DDI HABIT #2: REFLECT *on Data* • triangulate more than one source of data to consider a wide, varied range of causal teacher student actions behind the trends in data • accurately identify multiple trends in data against the big goal within student subgroups against the big goals, AND appropriately prioritize focus areas by weighing the urgency and feasibility of addressing them o Read more about the Top 5 Metrics • regularly analyze data (e.g., prior to weekly CPT and Data Day).	**RESOURCES** • Wide variety of analysis forms for both quantitative and qualitative data • Data analysis "scope and sequence" for across the year **TRAINING** • Integrated data platform and data analysis PD for instructional staff • PD for school leaders on identifying coaching focus areas using observational and assessment data **STRUCTURES** • Mid-unit step-back routines • Pre-Data Day coaching conversations • School leaders and teacher leaders prepared to provide support on data analysis

(Cont.)

Rocketship Schools will be able to...	Because of...
DDI HABIT #3: *Meaningfully* COLLABORATE • pull meaningful, goal-oriented data and pieces of evidence around which to collaborate • actively participate in opportunities for goal-aligned collaboration (e.g., common planning time) and engage others for feedback and suggestions • convene at regular formal interactions (e.g., grade level meetings, common planning time, coaching conversations, staff PD, etc.)	**RESOURCES** • PD for school leaders on identifying coaching focus areas based on observational and assessment data **TRAINING** • School leader and teacher leader PD on facilitating data conversations **STRUCTURES** • Weekly Common Planning Time data conversations with the grade team and/or content team

DDI HABIT #4: ACT
• use data analysis to identify action steps to address fundamental student gaps while maintaining their strengths
• use data analysis to identify effective action steps
  o to tackle the prioritized focus area at varied levels (e.g., small group instruction, whole group instruction, instructional routines, etc.) within his/her own instruction, and
  o to maintain the bright spots.
• tie clear anticipated outcomes and feasible timelines to all action steps.
• regularly adjust instruction in response to data (i.e., from lesson to lesson)
	RESOURCES
	• Data Day action planning templates for whole group instruction, small group instruction, instructional routines, tutoring groups, and learning lab
	• Lesson and unit planning templates
	TRAINING
	• Ongoing content-specific professional development to build schools' knowledge of pedagogical best practices
	• Ongoing individualized coaching conversations
	STRUCTURES
	• Data Day conversations
	• School leaders and teacher leaders prepared to support staff with action plan execution

The 3 Foundations of the Rocketship Data-Driven Instructional Model

Foundation	*Objective*	*Data Analyzed*	*Timing and Structure*
Data Day	• To identify wider-reaching trends in data in order to inform long-term and short-term planning	• Interim assessment data (i.e., STEP, benchmarks, mastery assessments, NWEA)* • Culminating student performance tasks (e.g., writing final drafts)* • The past cycle's weekly CPT notes and takeaways* • Any anecdotal notes collected by the teacher as they observed students take the interim assessment*	***Pre-Work: Teachers administer interim assessments and analyze the data, either individually or in a Pre-Data Day 1:1 with their coach*** • Data Days occur at the end of every data cycle (~every 6-10 weeks) and take up one full work day. • Begins with a State of the School address by the principal • Throughout the day, instructional staff a) meets with coach for 1:1 data conversations and b) meets with grade team to revise the upcoming unit, incorporating next steps from the data conversation
Weekly Common Planning Time	• Generally, to capture more frequent, ongoing snapshots of student learning within a grade level and/or content area in order to inform short-term planning	• Weekly formative assessment data* • Student work samples ** • Daily lesson assessment data and/or notes from each individual instructional staff member • *Optional:* Data from SWIS, tutoring, ISE, OLP** (CPT leaders should refer to Table for further suggestions)	***Pre-Work: Teachers administer weekly formative assessments and analyze the data*** • Teachers in a particular grade level meet 1x a week during the day to identify short-term next steps • Data conversation led by a coach or teacher leader • Occasional attendees include the grade level ILS, any ISE staff who service students in the grade, other school leaders at the school site and at other school sites, and Network Support Team members
Coaching 1:1s	• To identify the direct impact of an individual teacher's specific instructional actions on student outcomes within a lesson	• Coaching observation data • Daily lesson assessment data and notes • Student work samples **	***Pre-Work: Instructional staff ensure their daily lesson assessment data/notes are accurate and updated; teachers attempt to pull out trends and identify hypotheses behind the trends*** • The grade level coach observes an instructional staff member ~1-2 times a week (more or less frequently depending on need), capturing data on teacher actions and student learning outcomes • The grade level coach shares feedback with the instructional staff member in a weekly coaching conversation (or "1:1"), held about 1x a week (more

less frequently depending on need)

*REQUIREMENTS SET BY NETWORK

**REQUIREMENTS SET BY GRADE LEVEL COACH

Data-Driven Instruction at Rocketship

How do the 4 Habits work together?

Closing the achievement gap is monumental work for which there is never enough time. To ensure that we are being as strategic and efficient as possible in helping our students achieve at the same levels as their more privileged peers, we must don our scientist hats and dive into data (ROCKETSHIP CORE VALUE #4: DISCIPLINED THOUGHT). Much like scientists, who employ the scientific method to direct their work, Rocketship educators make use of the following 4 Habits to ensure that the data is alive in instruction.

Rocketship instructors gather pre-determined ***Evidence*** of student learning, upon which they ***Reflect*** to pull out trends and formulate hypotheses around root causes. They ***Collaborate*** with their coach and their peers to further vet these hypotheses and design a plan to move forward with new pieces of evidence to monitor moving forward. They ***Act*** upon this plan, and begin the whole cycle anew.

How do the 4 Habits work within the 3 Foundations?

The cycle of these 4 Habits can – and should – be applied within the structure of Data Days, Weekly Common Planning Time, and individual Coaching 1:1s in order for them to be successful.

Each of the chapters of the DDI Playbook go into further depth around what the 4 Habits look like within each structure.

How can I make sure that I am being truly and effectively data-driven?

This rubric provides a vision for the habits of data-driven educator at varied developmental levels. We encourage our staff to use it in setting goals for their professional development.

When will I engage in this practice across the school year?

The DDI Implementation Calendar gives you Data Day and assessment dates, as well as some key milestones related to data-driven instruction.

There are so many different ways to slice the data. What *exactly* do Rocketship educators need to be able to do in analyzing their data?

Instructional staff should always consider the following **Top 5 metrics** when reviewing formative assessment data prior to the data conversation at weekly CPT:

- **Cohort's overall average score** *(How are students generally performing? Are there some teachers who are seeing more success than others?)*
- **Cohort's overall average growth** (when applicable) *(How are students generally progressing? Are there some teachers who are seeing more progress than others?)*
- **Standards showing high level of mastery v. standards showing low level of mastery** *(What skills/material are students grasping? What are they struggling with?)*
    - Within these key standards, instructional staff should also pay attention to assessment items of note *(What items did students really struggle on? What was the most common answer? What does this say about what students understand and what they don't?)*
- **Average performance of student subgroups** (e.g., Grade Level, Borderline, and Below Grade Level) *(Are there any marked differences between subgroups? What is holding some subgroups back? What specialized supports will each group need?)*
    - Instructional staff should pay attention to individual students who continually appear in the Borderline and Below Grade Level groups, even with changes in assessed content.
- **Average growth of student subgroups** (e.g., Grade Level, Borderline, and Below Grade Level) *(Are there any marked differences between subgroups? What is holding some subgroups back? What specialized supports will each group need?)*

Instructional staff should pay attention to student subgroups which remain stagnant in size for the same assessed content over time or display an otherwise negative trend (e.g., the amount of students who are Below Grade Level for X standard should ideally decrease over time; the amount in Grade Level should increase).

DDI Foundation #1: Data Day

Pre-Data Day 1:1s

READ ME: About Data Day

The links below are important reading for any Rocketship employee:

- **Overview of Major Shifts in 14-15**
  - There are 2 major shifts for Data Day in 14-15:
    - When teachers analyze their data for pre-work, they will also analyze artifacts from their own instruction to identify causal teacher actions as well ***(REFLECT)***
    - Because formative data analysis will be happening regularly throughout the cycle, Data Day can be used for planning instead ***(ACT)***

    These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously. The Overview doc linked above goes into greater detail.

- **Checklist for Excellence**
  - How should a team prepare for Data Day in order for it to be successful? What should be happening during this day? What does follow-up look like? Who's responsible for what? This document answers all those questions and more.

- **Structuring the Data Cycle**
  - Each Data Cycle concludes with Data Day (in some cycles, two Data Days). Since we're aiming for this Day to be prioritized for planning - specifically, instructional staff revising already drafted unit and lesson plans based on the latest student data - we suggest blocking out some staff time in the weeks leading up to Data Day to prepare. This link from the FAQ can give you more ideas around how the Data Cycle can be strategically used to further instructor efficiency and effectiveness.

- **Matrix of Suggested Data to Analyze + When**
  - With so many ways to slice data, anyone can easily become overwhelmed. This document provides teachers and school leaders with direction toward what kinds of data to prioritize and when.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience

SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General

Analyze

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
General Analysis Guidelines	Five steps to guide those new to data analysis	General; novice teachers
Mid-Unit Step-Back protocol	N/A	Teachers
Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General
Data Day Analysis Templates	Self-explanatory. Collected from various schools, some RSED, over the years.	General
Using Your MAP Data to Plan	Training series for teachers on the NWEA MAP test.	Teachers

Collaborate

Resource	Description	Intended Audience
Data Day Protocols and Conversations	Collected data day protocols and question probes to use in conducting data conversations with your teachers.	School Leaders
Sample Data Day Emails	Sample emails to send your staff. Good for new school leaders who would like to see examples of Data Day communications.	New school leaders
Data Day Agenda Samples:	The only requirements for Data Day are that they a) provide a bulk of time for planning and	School Leaders

Data Day September 2014 Agendas	implementing data-driven revisions and b) provide an opportunity for teams to co-plan with each other. The agenda itself may vary from grade to grade or school to school so long as it meets the above requirements. Here, we've collected and created some samples of agendas from Rocketship and other high-performing CMOs. You may want to use these, or use them as inspiration for creating your own.	

Act

Resource	Description	Intended Audience
Unit Planning Kick-off Protocol	Protocol to get your teachers started in unit planning	Teachers
ELA Long-Term Planning Document	Can be used to help teachers process their scope and sequence maps (SSMs), Pacing Guides, Curricula and other resources for the year so that they can unit plan with ease.	Teachers
Math Long-Term Planning Document	Can be used to help teachers process their scope and sequence maps (SSMs), Pacing Guides, Curricula and other resources for the year so that they can unit plan with ease.	Teachers
Data Day Planning Templates	Self-explanatory. Collected from various schools, some RSED, over the years.	General

Frequently Asked Questions

What is the purpose of Data Day?

During Data Day, instructional staff have an extended amount of student-free time to:

- discuss that data cycle's trends in student learning
- revise their upcoming instructional plans based on these trends
- share best practices
- participate in professional development sessions at their school
- collaboratively co-plan for the upcoming unit/data cycle
- seek out feedback from peers and a mentor (usually their school leader coach and/or a teacher leader)

Who attends CPT? Who leads it?

Common Planning Time is led by a school leader coach or a teacher leader. Typically, it is attended by the teachers within a specific grade level. CPT may be attended by a member of the ISE, the grade level's ILS, the principal, teachers from other grades, members of the Network Support Team, or visitors from other schools within the Rocketship network, but these individuals attend on a less frequent basis.

When and where does Data Day happen?

Data Day happens at the close of every Data Cycle (usually every 8-12 weeks). Particularly long data cycles are broken up with an "Interim Data Day", which functions like a typical Data Day with the exception that school is still in session. On these days, instructional may meet after school or get released by a sub for a half-day in order to congregate with their team.

Data Day - interim or otherwise - always happens at the school site. The first Data Day in September is unique in that it is two days long. This provides teachers with more time to plan at the beginning of the year.

What happens during Data Day?

Three main things happen during Data Day at every school, generally in this order:

- **STATE OF THE SCHOOL ADDRESS (SotS):** Data Day generally begins with a State of the School address delivered by the principal to the staff. This is a short presentation which drills down major trends - both highlights and focus areas - at a school level.
- **DATA DAY CONVERSATION:** This is usually between just the school leader and an individual instructor. During this time, they partner to dive into trends in data, hypothesize about potential causal teacher actions behind the trends, and ideas for next steps. These conversations last anywhere from 30 min to an hour.
- **PLANNING TIME:** A bulk of the Data Day is reserved for planning time. This usually falls in the latter half of the day. Staff members have the opportunity to collaborate during this time.

Other activities which might happen during Data Day include, but are not restricted to staff meetings, staff professional development opportunities, and staff culture-building events.

Using Data Day for just planning sounds ideal - but how can I make it happen? There's always so much to accomplish during that time.

If schools are canny about using their time in the preceding weeks, instructional staff can have a lot of time reserved for just planning. Here are some items that schools should consider programming into their upcoming data cycle:

EVENT	WHEN?	DESCRIPTION

Unit Planning Kick-Off	• A few weeks before the next unit/data cycle begins • Recommend reserving an unbroken 2 hours after school (Thursday Minimum Day is ideal)	• Teachers preview any available assessments, instructional materials, and scope and sequence maps for the upcoming unit/data cycle to internalize level of rigor • Teachers begin drafting upcoming unit plans either during this session or immediately afterward. They should aim to be finished with these plans by the time Data Day starts, so that they can use that time to revise their plans based on data vs. starting from scratch.
Mid-Unit Step-Back	• About halfway through a unit or data cycle • Reserve about 60-90 minutes; can happen during Thursday Minimum Day, during a CPT block, or during an extended coaching 1:1	• Teachers assess their students progress so far, evaluate how far they are from their data cycle interim goals, and make predictions on student performance for the upcoming assessments • Teachers identify any new priorities and/or confirm existing ones, and adjust current unit plans and upcoming lesson plans accordingly

Pre-Data Day 1:1s	• During the week leading up to Data Day
	• Should happen during the regular 1:1 time
		• School leaders check in with each individual report to assist them in preparing for Data Day. This will look different depending on each teacher's individual need. Examples of what could happen during this time:
		  • Coach assists a novice teacher in analyzing data
		  • Coach guides a teacher toward identifying causal teacher actions behind the data trends
		  • Coach helps a teacher in prioritizing focus areas pulled from the data

Here is an example of how a school could program this into their Data Cycle:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CPT	CPT: Student Huddles and SST Review	CPT	• 30 min: Grade Mtg • 60 min CPT: PBIS/SWIS Review	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	• 30 min: Staff Mtg • 60 min CPT: OLP/Tier II Review	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	• 30 min: Grade Mtg • 90 min: Staff PD • 60 min CPT: ISE/Tier III Review	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	• **30 min: Staff Mtg** • **120 min: Mid-Unit Step-Back**	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	• **30 min: Grade Mtg** • **90 min: Unit Plan Kick-Off** • **90 min unit planning time**	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	• **30 min: Staff Mtg** • **60 min CPT: PBIS/SWIS Review** • **90 min unit planning time**	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	• 30 min: Grade Mtg	• **CPT: Formative Data Conversations**

			• 60 min CPT: OLP/Tier II Review	INTERIM DATA DUE
• CPT • Pre-Data Day 1:1s	• CPT: Review CELDT/ELL Data • Pre-Data Day 1:1s	• CPT • Pre-Data Day 1:1s	• 30 min: Staff Mtg • 60 min CPT: ISE/Tier III Review • 90 min: Pre-Data Day 1:1s	DATA DAY

Check out the Resource Index in this document for supporting documents on Unit Plan Kick-Off, Mid-Unit Step-Backs, and Pre-Data Day 1:1s.

DDI Foundation #2: Common Planning Time

- Required Reading for All
  - Overview of Major Shifts in 14-15
  - Checklist for Excellence
  - Matrix of Suggested Data to Analyze + When
- Index of Resources
  - Gather Evidence
  - Analyze
  - Collaborate
  - Act
- Frequently Asked Questions
  - What is the purpose of Common Planning Time (CPT)?
  - Who attends CPT? Who leads it?
  - When and where does CPT happen?
  - What happens during CPT?
    - But is CPT exactly the same from school to school?
    - Example Common Planning Time Schedule Across the Week

READ ME: About Weekly Common Planning Time

The links below are important reading for any Rocketship employee:

- **Overview of Major Shifts in 14-15**
  - There are 2 major shifts for Weekly CPT in 14-15:
    - At least once a week, the teachers within a particular grade level will meet during CPT to collaborate around next steps based on formative data analysis
    - During this weekly conversation about data, teachers will look at more than one type of data (quantitative *and* qualitative)

  These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously. The Overview doc linked above goes into greater detail.

- **Checklist for Excellence**
  - How should a team prepare for CPT in order for it to be successful? What should be happening during this block? What does follow-up look like? Who's responsible for what? This document answers all those questions and more.

- **Structuring Common Planning Time Across the Week**
  - CPT occurs every week on Monday, Tuesday, Wednesday, and Friday. At least one of those instances should be used for grade levels to convene around formative assessment data, but that doesn't mean that every block needs to be used for that purpose. This section of the playbook will mostly focus on resources to support the data conversation, but this link from the FAQ can give you more ideas around how CPT can be used to further professional development.

- **Matrix of Suggested Data to Analyze + When**
  - With so many ways to slice data, anyone can easily become overwhelmed. This document provides teachers and school leaders with direction toward what kinds of data to prioritize and when.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
Examples of formative lesson assessments (from Teach For America)	N/A	Teachers; ILSs
Examples of performance tasks by content area and grade level band (from Teach For America)	N/A	Teachers
Sample tracking system (from Teach For America)	N/A	Teachers; ILSs
Sample grading system (from Teach For America)	N/A	Teachers; ILSs
Considerations for Assessment Question Types (from Teach For America)	N/A	Teachers; ILSs
Tips for Making an Assessment Efficient (from Teach For America)	N/A	Teachers; ILSs

Analyze

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
CPT Pre-work analysis templates	Templates for teachers to use in analyzing their data prior to CPT	General
General Analysis Guidelines	Five steps to guide those new to data analysis	General; novice teachers

Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General

Collaborate

Resource	Description	Intended Audience
Common Planning Time Agenda Samples	The only requirements for Common Planning Time data conversations are that they a) are goal-oriented, b) ensure each meeting participant actively engages throughout, c) result in measurable, manageable instructional next steps for each participant, and d) remain relatively stable from week to week. The agenda itself may vary from grade to grade or school to school so long as it meets the above requirements.. Here, we've collected and created some samples of agendas from Rocketship and other high-performing CMOs. You may want to use these, or use them as inspiration for creating your own.	School Leaders; teacher leaders (or anyone else leading Common Planning Time)
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders
Sample CPT overview one-pager from Rocketship Mosaic	Document outlines the schoolwide day-by-day breakdown of CPT and after-school meeting focus topics for grade level teams. Can be shared with teachers prior to rolling out CPT at the beginning of the year, or prior to rolling out a new structure.	Teachers

Act

Resource	Description	Audience
CELDT levels breakdown (from UC Santa Cruz)	Resource on how to translate CELDT data into instructional implications	General

Frequently Asked Questions

What is the purpose of Common Planning Time (CPT)?

During Common Planning Time, instructional staff collaborate in small groups to discuss that week's trends in student learning, share best practices, co-plan for the upcoming week, and/or seek out feedback from peers and a mentor (usually their school leader coach and/or a teacher leader).

Who attends CPT? Who leads it?

Common Planning Time is led by a school leader coach or a teacher leader. Typically, it is attended by the teachers within a specific grade level. CPT may be attended by a member of the ISE, the grade level's ILS, the principal, teachers from other grades, members of the Network Support Team, or visitors from other schools within the Rocketship network, but these individuals attend on a less frequent basis.

When and where does CPT happen?

Teachers have a block in their schedule for CPT every day except for Minimum Days (Thursday). CPT happens at the school site.

What happens during CPT?

At least once a week, the grade level uses CPT to have a data conversation centered on the quantitative data from that week's formative assessment and whatever aligned qualitative data the teachers may have (e.g., student work samples, anecdotal teacher notes from the lesson, exit slip data, running records). This data conversation follows a structured protocol and culminates in specific, measurable, and concrete instructional next steps for each attendee.

But is CPT exactly the same from school to school?

This data conversation has an elastic structure – it is flexible enough to accommodate the unique needs of every grade team. The school leader coach will play a key role in capitalizing on this flexibility to set parameters, and may solicit input from the rest of the team in making decisions:

Variable factors in CPT:

- Instructional content/ standards that the team chooses to focus on in a particular CPT
- Student outcome data that the team chooses to analyze as pre-work and/or bring to the table during CPT
- How often the team chooses to engage in a data conversation throughout the week, and what they are doing during the times when they are not engaged in a data conversation
- Who else outside the grade level might attend CPT, and how frequently
- Team norms for CPT (especially around communication and engagement)
- When to discuss more operational agenda items that are not strictly instructional in nature (e.g., Exhibition Night, Parent Conferences, an upcoming field trip, grade level culture). We recommend that these items be contained within a weekly Grade Level Meeting (GLM), the timing of which can

be determined by the grade level team in conjunction with their coach. A school team may decide to use substitute one CPT a week for a GLM, although these should not be confused.

Universal network requirements for CPT:

- CPT must be used for teachers to collaborate around their instruction. This might take the form of co-planning, discussion protocols, lesson rehearsal, video co-watching, peer review of lesson plans or materials, discussing students of concern, SST/SAT/IEP status updates, etc. The content of CPT should follow a loosely routinized structure from week to week to allow teachers some level of consistency and predictability, thus enabling them to better prepare and utilize this time.
- At least once a week, CPT must be used for the team to engage in a data conversation about that week's student learning. This conversation must be facilitated by a school leader coach or a teacher leader.
- Other recommendations for data that must be reviewed periodically, if not weekly, can be found here.
- CPT is *not* a prep period – staff members will have other times in the week to tackle things like running copies, contacting families, straightening up or redecorating their classroom, etc.

Example Common Planning Time Schedule Across the Week

Monday	Tuesday	Wednesday	Friday
• Rehearsal protocol + peer feedback for upcoming lessons	• Grade Level Meeting	• Co-planning next week's lessons	• Formative data conversation + lesson revision

Common Planning Time may also include additional formative data conversations to touch base on other sources of data which inform instruction. Click here for recommendations.

DDI Foundation #3: How Coaching Supports DDI

READ ME: About the Intersection of DDI and Coaching

The links below are important reading for any Rocketship employee:

- **Overview of Major Shifts in 14-15**
  - In the 14-15 school year, we want our instructional staff to become better at two things: 1) gathering and analyzing qualitative evidence of student learning as well as quantitative and 2) identifying the causal teacher actions behind the trends in student data. Therefore, we've identified two ways that coaching can support staff members in making these shifts:
    - When we collect data in coaching observations, we're modeling for our teachers the types of data that they should be collecting on their own. Therefore, we want to aim to gather more qualitative evidence of student outcomes during our coaching observations. ***(EVIDENCE)***
    - Through our coaching interactions, we want to build our staff's capacity to identify causal teacher actions. ***(REFLECT)***

  These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously.

- **DDI Intersections Within the Coaching Cycle**
  - The coaching cycle at Rocketship mimics the Data-Driven Instructional Cycle
    - School leaders review plans and observe lesson ***(GATHER EVIDENCE)***
    - School leaders review this information, and prior to a coaching 1:1 or in the moment, formulate a hypothesis around what the staff member's next steps should be ***(REFLECT)***
    - School leaders meet with staff members to give feedback, norm on next steps, and practice ***(COLLABORATE)***
    - School leaders follow up on next steps through more lesson plan review and observation ***(ACT)***, thus kicking off the cycle once again

  Since there are specific shifts we want our instructional staff to make this year in becoming more data-driven, and since what we do in coaching models what we want our staff members to do independently, it's important for coaches to step back and consider how they may adjust their coaching to further develop their staff. This link from the FAQ can give you more ideas around how the coaching cycle can be strategically used to develop staff members into becoming data-driven educators.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
Coaching Observation Forms	Sampling of coaching observation templates to use which will help you gather more streamlined data on teacher actions and resulting student outcomes	School Leaders

Analyze

Resource	Description	Intended Audience
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders
Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General

Collaborate

Resource	Description	Intended Audience
Coaching 1:1	One to ones are weekly or bi-weekly meetings between instructional staff and a coach in which goals and progress are reflected on, a new goal is set, and a new skill is practiced.	School Leaders
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders

Frequently Asked Questions

What does coaching look like at Rocketship?

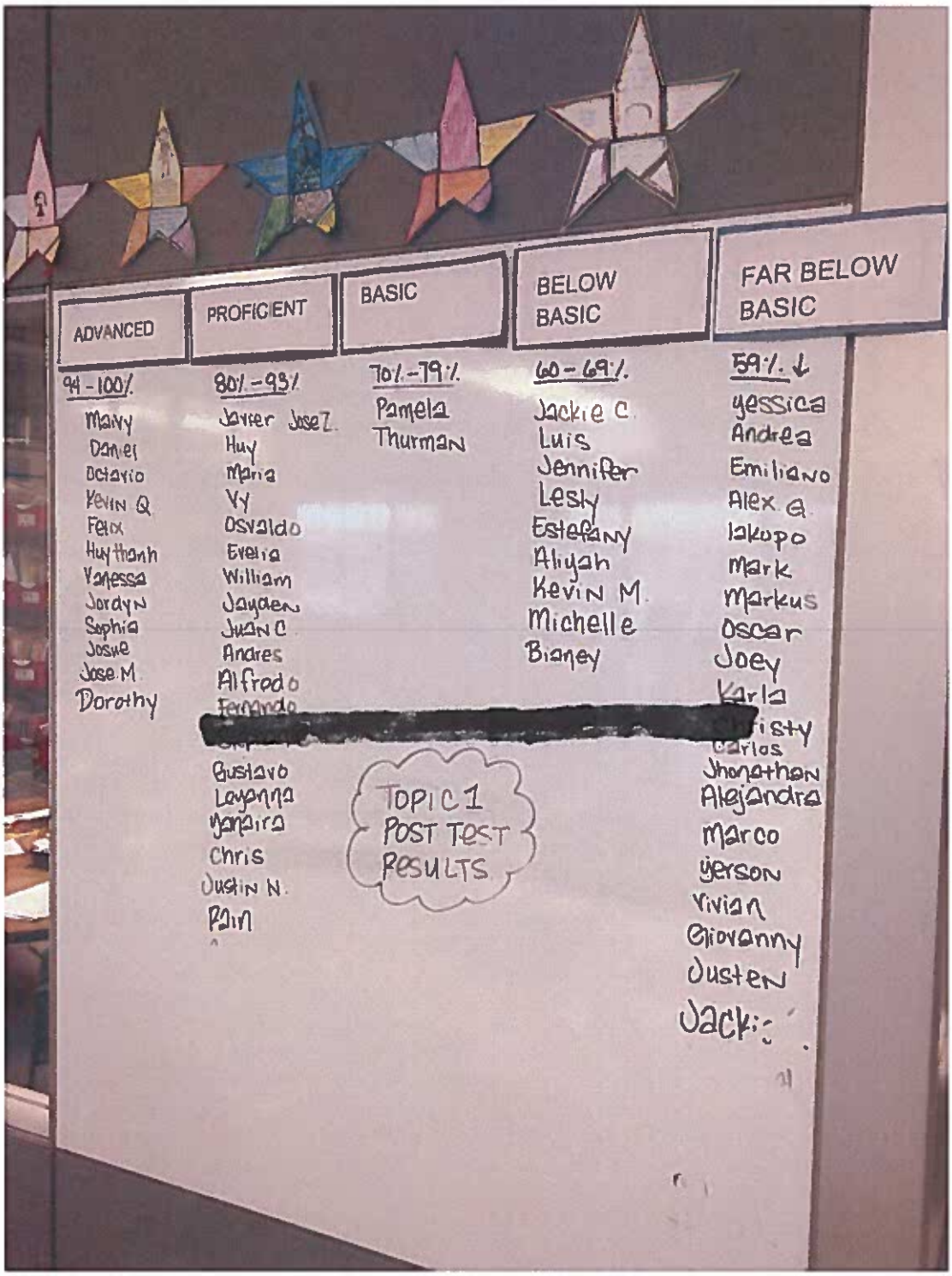
The RSED Coaching Playbook is your best resource for what this looks like.

How does the Coaching Cycle intersect with DDI?

To make the identified big DDI shifts occur, we need to be mindful about how our coaching must also shift to support these changes. Below, some coaching actions to take into consideration:

DDI Habit	Shifts in DDI for 14-15	What Should I Do In My Coaching?
GATHER EVIDENCE	Across these weekly data conversations, grade level teams will look at multiple types of data (quantitative *and* qualitative)	In coaching observations, be sure to gather qualitative *and* quantitative data on student outcomes. These data points can be shared with instructional staff when giving feedback *(e.g., "I noticed that 2 out of the 5 students that I surveyed were unable to identify the correct supporting quote - let's look at the difference between the close reading annotations of the students who were mastering the material and the ones who weren't").*
REFLECT	When teachers analyze their data for pre-work, they will also analyze artifacts from their own instruction to identify causal teacher actions as well	In giving feedback - whether it is written or delivered verbally, face-to-face - coaches should aim to make the connection between the data gathered on student outcomes and the data gathered on teacher actions. This can be differentiated depending on the teacher. E.g, • *Low skill, high will:* The coach can take a directive approach, explicitly identifying the link between student outcomes and teacher actions for the staff member being coached. • *High skill, low will:* The coach can take a facilitative approach, using conversation probes to draw the staff member's eye to specific points in data. • *High skill, high will:* The coach can take a more collaborative approach, presenting the staff member with the data and asking them to identify links on his/her own.
COLLABORATE	At least once a week, teachers will meet during CPT (following established routines and following structured protocols) to collaborate around next steps based on formative data analysis	• If an individual teacher is exhibiting difficulties or challenges during CPT, coaches may consider addressing it with the staff member 1:1; e.g., if a teacher is struggling to analyze their formative data prior to CPT each week, a coach may strategically schedule their 1:1 so that part of that block could be used for data analysis. • Likewise, a coach may consider the CPT routine as an another avenue to extend an individual teacher's coaching focus; e.g., a coaching action step could be to co-plan with particular lead teacher during CPT once a week.

ROCKETSHIP WALL TRACKER



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	Program	Minutes Per Week	Recommended Sequencing	Academic Target (joule)	Life Work/ Homework Minutes (Recommended)	Rationale
MATH	Dreambox	60 minutes	M, T, W	K-3: 6 unique lessons/week mastered 4-5: 1 unit/week mastered		Of the three math programs, Dreambox is most similar to EnVision and Singapore in the approach to teaching conceptual math. Students in K-3 should be able to complete 2 lessons for every 20 minutes they are on Dreambox which equates to 6 lesson per week if 60 minutes are completed. Grades 4-5 should aim for completing 1 unit per week when they complete an average of 60 minutes as well. ST Math provides opportunities for students to strengthen their foundational understanding of math and develop fluency in math. Achieving 3% growth towards completion of the syllabus is a reasonable target if students are spending 40 minutes on ST Math each week. The recommendation is spending at least 20 minutes in one sitting on the program. iReady is most recommended to supplement homework for two reasons. First, teachers can assign fairly easily assign specific objectives for students to work on that align with their in-class objectives. Second, students are independent on iReady and typically have very few questions which means family members do not need to offer much support while they work through the program. The homework minutes are a suggestion and are not required. The math goal each week is any combination of the 3 programs for 100 minutes. This enables schools to be flexible in which programs they choose to use during OLPs and 100 minutes is a reasonable target that all schools should be able to reach.
	ST Math	40 minutes	Th, F	3% syllabus progress/week		
	iReady	100 minutes*	at home	85% pass rate	100 minutes recommended*	
	Total	100 minutes				
READING	Lexia	60 minutes	M, T, W	1 unit mastered/week		Students who complete 60 minutes on Lexia each week should gain 1 unit. This is a reasonable expectation. It is recommended that they spend at least 20 minutes on Lexia when they are on the program. Three lessons per week is a reasonable expectation if students are spending an average of 40 minutes on iReady in a given week. The recommendation is to spend at least 20 minutes in one sitting on the program. iReady is most recommended to supplement homework for two reasons. First, teachers can assign fairly easily assign specific objectives for students to work on that align with their in-class objectives. Second, students are independent on iReady and typically have very few questions which means family members do not need to offer much support while they work through the program. The reading goal each week is any combination of these 2 programs for 100 minutes. This enables schools to be flexible in which programs they choose to use during OLPs and 100 minutes is a reasonable target that all schools should be able to reach.
	iReady	40 minutes	Th, F	85% pass rate	iReady is the recommended reading program to use at home to supplement homework.	
	Total	100 minutes				
INDEPENDENT READING	Accelerated Reader	100 minutes of independent reading (not AR time)	Independent reading of 20 minutes per day and testing when books have been read *Best Practice Tip: Picture books and books less than 20 pages should be read 3 times prior to taking an AR quiz. It is recommended that students complete a reading log/reading comprehension activity/character sketch/plot map/story retell/etc. prior to taking an AR quiz.	1 AR point gained/week	Students should be reading at home, but quizzes will need to be taken at school during the school day.	While 100 minutes of independent reading are recommended on a weekly basis, this data will not be tracked. AR points will be tracked. Students earn a very small number of AR points (0.5 - 2) for reading short, simple books. Students earn a high number of points for reading more complex books (5+). Knowing this, not all students will take an AR quiz weekly. The average for each student should come out to 1 point per week which means that students who read the smaller, simpler books should be testing more frequently and students reading longer, more complex books should be testing less frequently but they will receive more points. 1 point per student per week on average is a very reasonable expectation.

Math OLPs	Independent Work	Whole Group	Remediation	Stations/Centers	Homework/Life Work	Corrective Instruction
	can complete without assistance	used by a teacher for direct instruction	Supports Tier II	can collaborate with a friend, target skills to work on, assigned workstream	can complete without assistance and is easier to track as to whether or not activities were completed	Progress Monitoring
Dreambox	Dreambox is 100% adaptive and corrects students' misunderstandings. It's almost like having another teacher in the classroom.	Cannot cue up specific content but excellent access to manipulatives to demo for students' concepts	Dreambox is 100% adaptive and corrects students' misunderstandings. It's almost like having another teacher in the classroom.		Parents are typically not able to support and help at home. The program requires the use of headphones for the auditory components which can be complicated.	Not assignable
ST Math	ST Math provides grade level math practice		ST Math is only on grade level and does not adapt to lower grade levels.		This program can be tracked by staff to see if students logged in at night and used it. The program does not require headphones or support from parents.	
IReady	Completely adaptive if the diagnostic placed them correctly.	Can cue up specific pieces and content.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete. It is very difficult to check if students logged in at home and it doesn't correct misunderstandings to help a student progress.	Teachers are able to assign specific objectives for students to complete.
Reading OLPs						

Math OLPs	Independent Work	Whole Group	Remediation	Stations/Centers	Homework/Life Work	Corrective Instruction
	can complete without assistance	used by a teacher for direct instruction	Supports Tier II	can collaborate with a friend, target skills to work on, assigned workstream	can complete without assistance and is easier to track as to whether or not activities were completed	Progress Monitoring
Lexia	Completely adaptive	Not assignable	Completely adaptive	Not assignable	Completely adaptive	Not assignable
iReady	Completely adaptive if the diagnostic placed them correctly. Diagnostic is lengthy.	Can cue up specific pieces and content.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete. It is very difficult to check if students logged in at home and it doesn't correct misunderstandings to help a student progress.	Teachers are able to assign specific objectives for students to complete.
Accelerated Reader	Independent Reading	Students may take AR tests off of read alouds and shared reading in class.		Independent Reading	Students should be reading at home but quizzing at school.	

Weekly		Daily
School leaders can use the data to coach ILSes and teachers.		Students and ILSes can track student progress and hold themselves accountable daily.
School leaders will receive a data tracker every Monday reporting school progress on OLPs the week prior		Students can maintain their own tracker and keep track of their minutes/lessons completed every day.
Begins 9/30		Students can reflect on how well they are progressing toward their own goals.
Compiled by Maggie		ILSes in the Learning Lab can track by class and by student and post/record student minutes and lessons completed.

[redacted] College Pennant Picture


OHIO STATE

[redacted] Rocketship report card

ROCKETEER
Report Card

Name:
ELA Teacher:
Math Teacher:
College:

Assessment	Aug/ Sep	Oct	MAP Goal
Math MAP			
Math Benchmark			
ELA MAP			
ELA Benchmark			

Math Strand Name	Fall	Winter	Spring

ELA Strand Name	Fall	Winter	Spring
[redacted]			

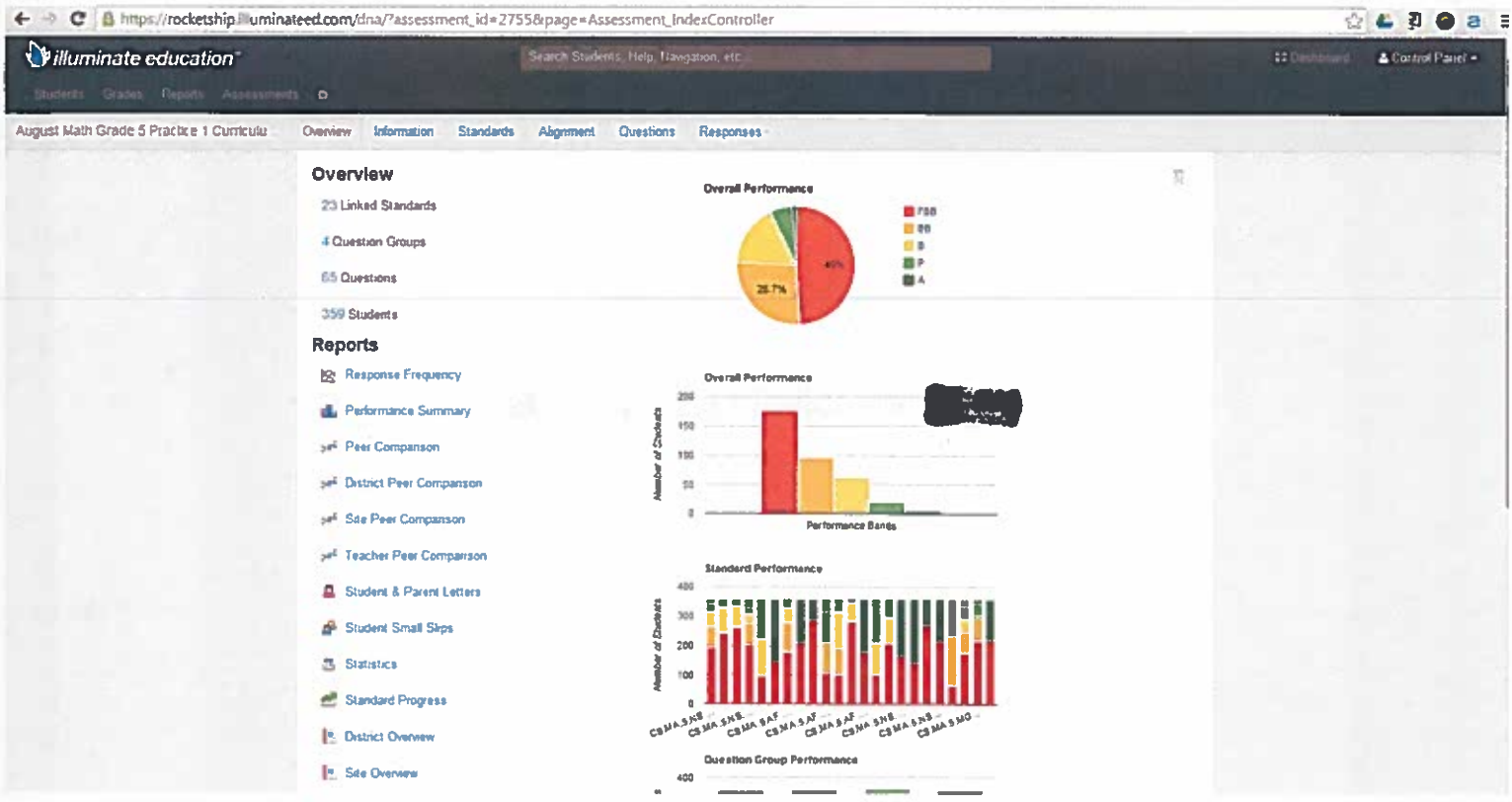
STEP & HFW	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Goal
STEP						
HFW						

Parent Expectations	Fall	Winter	Spring
Tardies			
Absences			
Homework			
Parent Hours			

Core Values	Fall	Winter	Spring
Responsibility			
Persistence			
Empathy			
Respect			

Comments:

[redacted] Illuminate Screen Shot


https://rocketship.illuminateed.com/dna/?assessment_id=2755&page=Assessment_IndexController
illuminate education
Search Students, Help, Navigation, etc.
Dashboard
Control Panel
Students Grades Reports Assessments
August Math Grade 5 Practice 1 Curriculu
Overview
Information
Standards
Alignment
Questions
Responses
Overview
23 Linked Standards
4 Question Groups
65 Questions
359 Students
Reports
Response Frequency
Performance Summary
Peer Comparison
District Peer Comparison
Site Peer Comparison
Teacher Peer Comparison
Student & Parent Letters
Student Small Slips
Statistics
Standard Progress
District Overview
Site Overview
Overall Performance
Overall Performance
Number of Students
Performance Bands
Standard Performance
Number of Students
Question Group Performance

[redacted] Schoolzilla screen shots

Interim School Overview

Interim workbook for teachers 2.0

Back Workbook

Share Remember my changes Edit

Intro | School Overview | Grade Overview | Interim Table | Class Dashboard | STEP Growth | Student All Scores | Selected

School Interim Assessment Summary for Each Round

Average Score, Average Round Growth, Number of Scores

Good For: Quick overview for ONE school of average scores, growth, and number of students with scores. See changes throughout the year. Compare across grades, teachers, classes, or teachers and classes.

Look for: Highest and lowest absolute scores, highest and lowest growth each round, accurate number of students. You can also see standard deviation if you hover over a bar.

Note: Growth data will be added when available in October

Filters

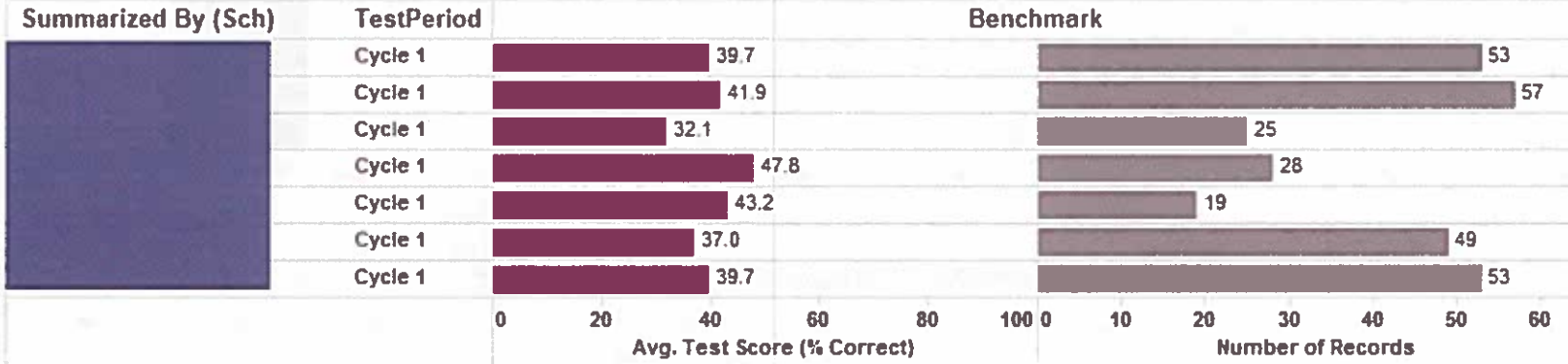
Select School: RSK

Select Subject: ELA

Summarized By: Teacher

Select Grade (Historical): (All)

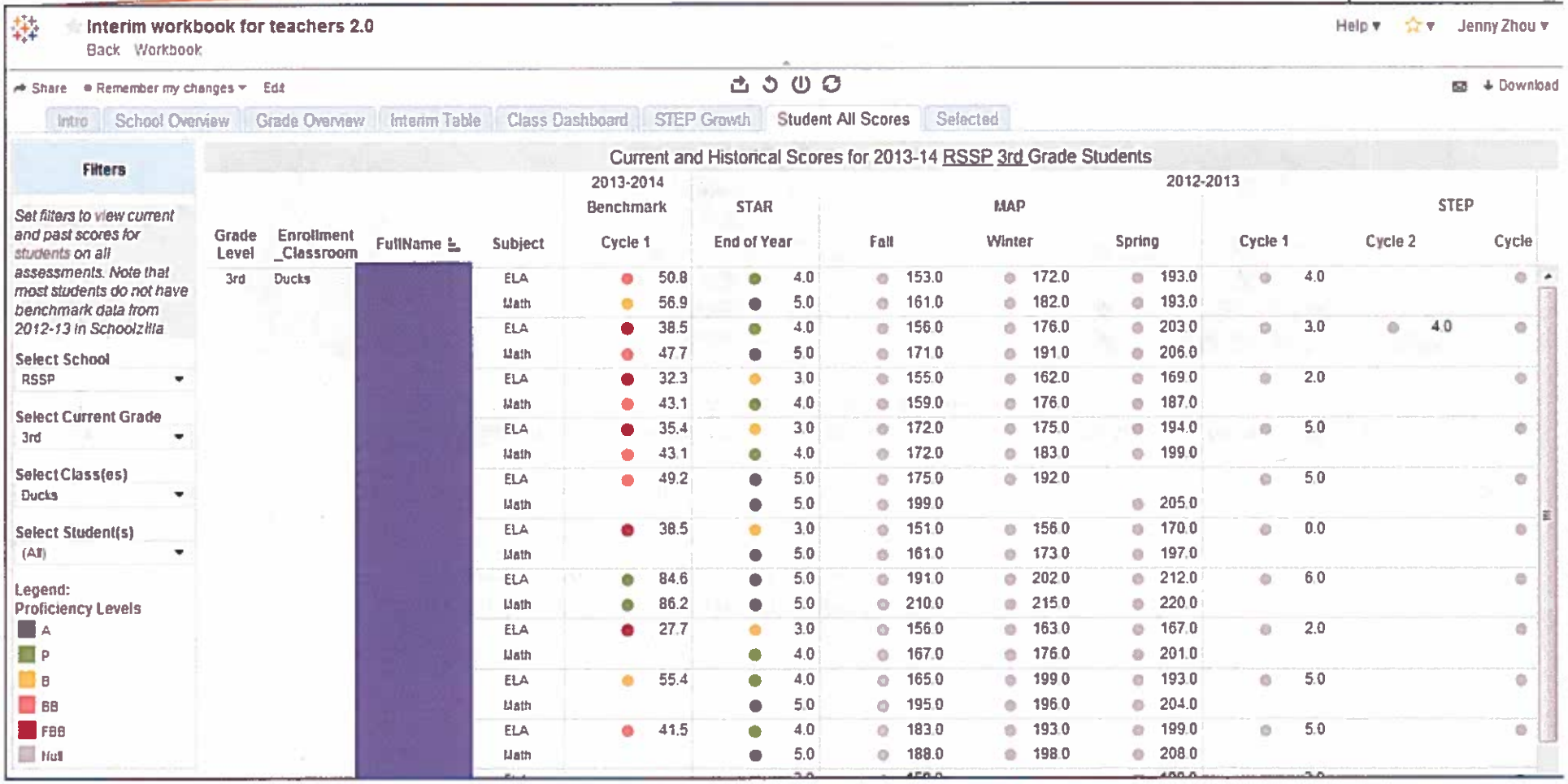
2013-2014 ELA Interim Assessments: Average Score, Average Round Growth, Number of Scores By Teacher for RSK All Grade(s)



Only includes instances where students took their grade-level test.

Data updates nightly (e.g., if you entered scores on Tuesday, they would be available on Wednesday).

Interim – Student All Scores



Interim – Class Dashboard

Class Dashboard by Round

Good For: Compare how your students are doing toward achieving proficiency (left) and how they for this point in the year (right).
Look For: Positive changes in groups from cycle to cycle (taller green sections and/or shrinking red sections).

Filters

Select School: ROMO

Select Subject: Math

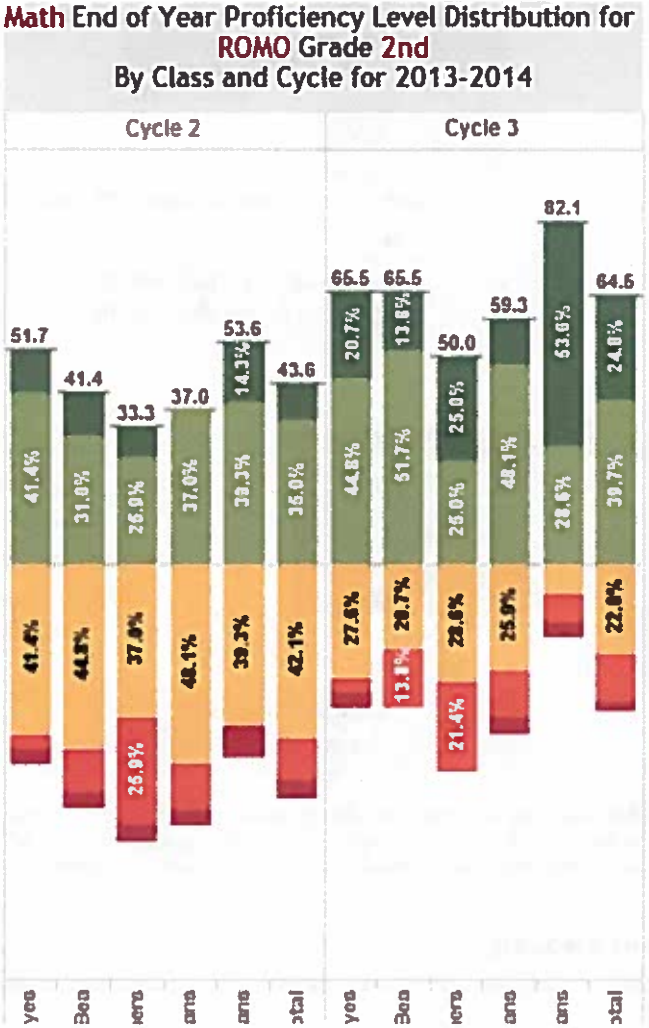
Select Grade: 2nd

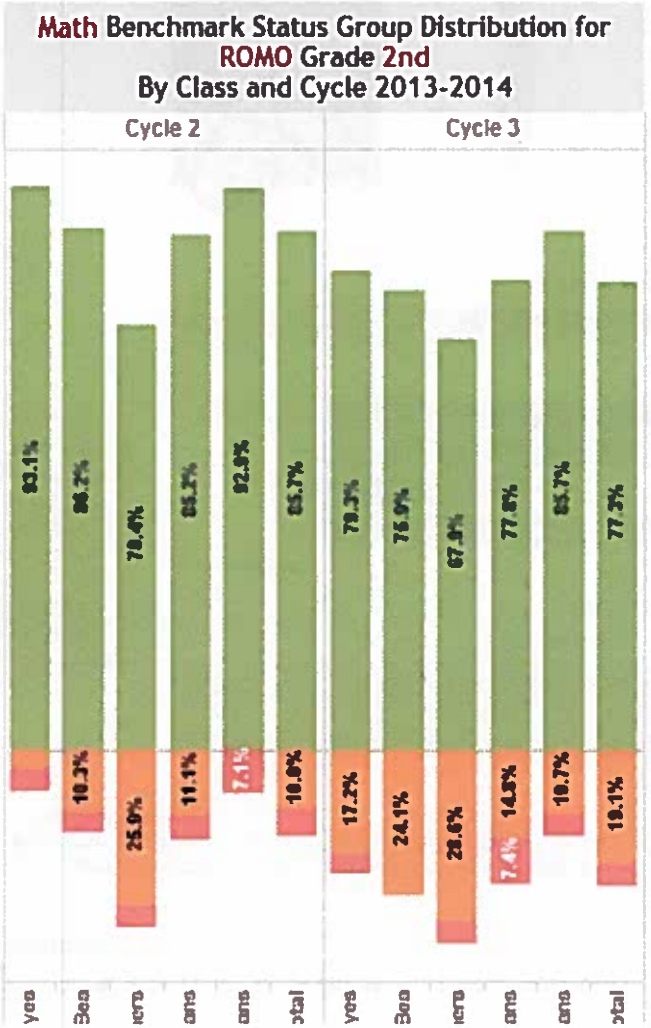
Select Class(es): (All)

(Left) Legend: EOY Proficiency Level
- A
- P
- FBB
- BB
- B

(Right) Legend: Benchmark Status Group
- On Grade Level
- Behind
- Borderline

Select School





2013-

Breakdown - Standard

Standard Breakdown

Good For: Identify strengths and weaknesses in standards and improvement over time. Then, investigate specific questions that students are having trouble answering.
Actions: Click on a standard score percentage from the bottom left table to view how students scored on the relevant questions. **Question Performance:** Displays percentage of students who got the question correct. **Student Answers:** Displays which letter choice each student selected (green is the correct answer).

Filters

SchoolYear: 2013-2014

School: RSSP

TestSubject: Math

GradeLevel: 2nd

Class: Broncos

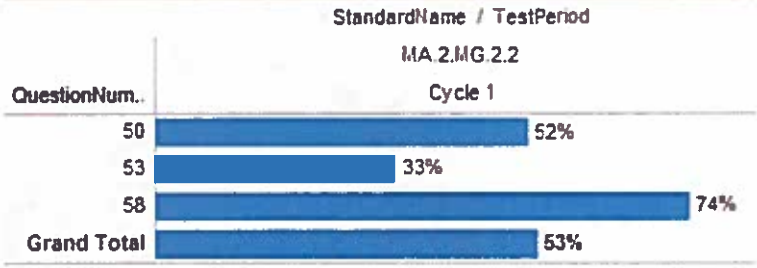
Avg. PercentCorrect: 40% – 100%

Strand Scores RSSP Math 2nd Grade - Class Broncos

StrandName	TestPeriod Cycle 1
Algebra & Functions	30%
Measurement & Geometry	54%
Number Sense	52%
Statistics, Data, Probabilities	36%
Grand Total	49%

Click on a percentage in the Standard Scores table to view the relevant Question Numbers and Student Responses for those questions.

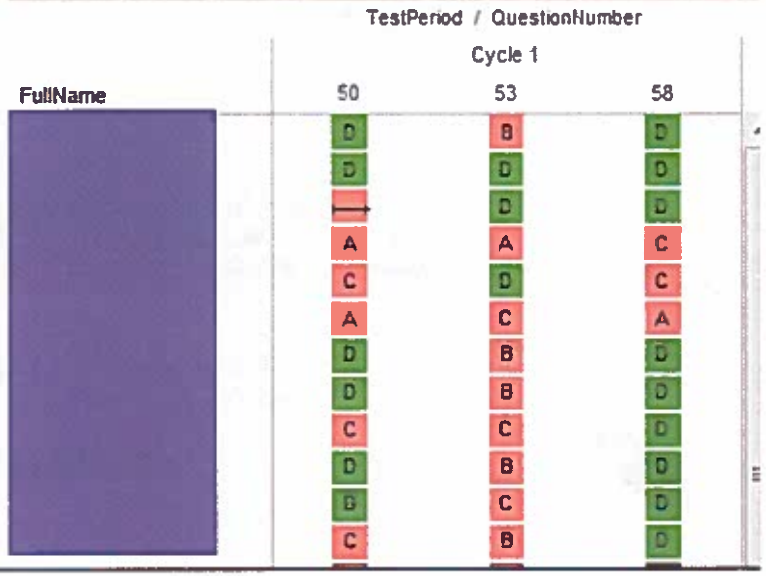
Question Performance
MA.2.MG.2.2 - Cycle 1 - RSSP 2nd Grade - Class Broncos



Standard Scores for RSSP Math Grade 2nd Class Broncos

StrandName	StandardName	TestPeriod Cycle 1
	MA.2.MG.1.4	26%
	MA.2.MG.1.5	52%
	MA.2.MG.2.1	74%
	MA.2.MG.2.2	53%
Number Sense	MA.2.NS.1.1	63%
	MA.2.NS.1.2	52%
	MA.2.NS.1.3	44%
	MA.2.NS.2.1	68%
	MA.2.NS.2.2	15%
	MA.2.NS.3.1	63%
	MA.2.NS.3.2	37%
	MA.2.NS.3.2, MA.2..	74%

Student Answers



Breakdown - Item

Item Breakdown

Good For: Identify which questions/items students struggled to answer correctly. Action: Click on any item in the left-most table to view how each student answered it.
Item Answers: For each item, view the distribution of student answers (green indicates correct). Question: Lists each student's answer choice for the selected item. Display Correct Answer?: Select "Y" to filter the students list down to those who answered correctly; Select "N" for incorrect.

Click on a question from the "Item % Correct" table to see student-level answers to the far right.

Filters

SchoolYear: 2013-2014
School: RSSP
TestSubject: Math
Grade Level: 2nd
Class: Elephants
TestPeriod:
StrandName
- (All)
- Algebra & Functions
- Measurement & Geo...
- Number Sense
- Statistics, Data, Pro...

Item % Correct for RSSP Math Cycle 1 2nd Grade, Class Elephants

Questi..	StrandName	StandardName	TestPeriod Cycle 1
1	Number Sense	MA.2.NS.1.3	34%
2	Number Sense	MA.2.NS.5.2	
3	Number Sense	MA.2.NS.1.3	
4	Number Sense	MA.2.NS.2.2	52%
5	Number Sense	MA.2.NS.1.1	
6	Number Sense	MA.2.NS.6.1	48%
7	Number Sense	MA.2.NS.3.2	28%
8	Number Sense	MA.2.NS.4.2	
9	Number Sense	MA.2.NS.4.1	100%
10	Number Sense	MA.2.NS.1.1	38%
11	Number Sense	MA.2.NS.4.3	34%
12	Number Sense	MA.2.NS.2.1	
13	Number Sense	MA.2.NS.3.1	97%
14	Number Sense	MA.2.NS.1.3	
15	Number Sense	MA.2.NS.5.1	69%
16	Number Sense	MA.2.NS.3.2	62%
17	Number Sense	MA.2.NS.3.3	
18	Number Sense	MA.2.NS.2.2	66%
19	Number Sense	MA.2.NS.4.2	66%
20	Number Sense	MA.2.NS.4.3	47%
21	Number Sense	MA.2.NS.2.2	21%
22	Number Sense	MA.2.NS.3.1	97%
23	Number Sense	MA.2.NS.3.2	34%

Item Answers for RSSP Math Cycle 1 2nd Grade, Class Elephants

Quest..	StandardName	Answer A	B	C	D	—
1	MA.2.NS.1.3	3%	24%	34%	31%	7%
2	MA.2.NS.5.2	7%	59%	28%	7%	
3	MA.2.NS.1.3	21%	3%	3%	72%	
4	MA.2.NS.2.2		48%	52%	38%	
5	MA.2.NS.1.1	3%	79%	10%	7%	
6	MA.2.NS.6.1	14%	24%	48%	14%	
7	MA.2.NS.3.2	7%	28%	17%	48%	
8	MA.2.NS.4.2		14%	86%		
9	MA.2.NS.4.1		100%			
10	MA.2.NS.1.1	3%	38%	3%	55%	
11	MA.2.NS.4.3	55%	7%	3%	34%	
12	MA.2.NS.2.1	62%	34%	14%	38%	
13	MA.2.NS.3.1		3%	97%		
14	MA.2.NS.1.3	10%	10%	69%	10%	
15	MA.2.NS.5.1	3%	7%	17%	69%	3%
16	MA.2.NS.3.2	14%	3%	21%	62%	
17	MA.2.NS.3.3	7%	14%	72%	7%	
18	MA.2.NS.2.2	34%	24%	14%	7%	
19	MA.2.NS.4.2	17%	10%	7%	66%	
20	MA.2.NS.4.3	17%	14%	28%	41%	
21	MA.2.NS.2.2	21%	10%	59%	10%	3%
22	MA.2.NS.3.1	3%	3%	69%	24%	
23	MA.2.NS.3.2	34%	62%	3%	3%	

Question 7

FullName	7
	B
	D
	B
	C
	D
	D
	D
	D
	C
	B
	B
	D
	C
	B
	D
	A
	A
	D
	D
	B
	C
	D
	D
	D
	C

Standard Mastery

Directions: Select one or more standards to track mastery over time. All formative assessments that contain at least one question associated to that standard will show up in the data. Note: Make sure Formative Assessments are named alphabetically to ensure the correct chronological order.

Filters

Select School: RSA

Select Grade: 3rd

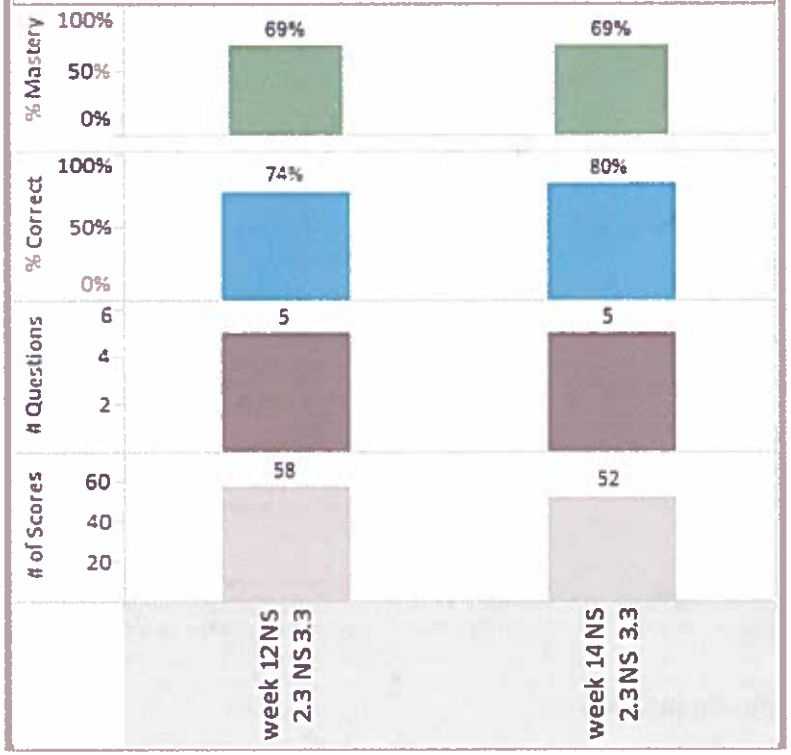
Enrollment_Classroom
- (All)
- Bruins
- Buffaloes

Select Subject: Math

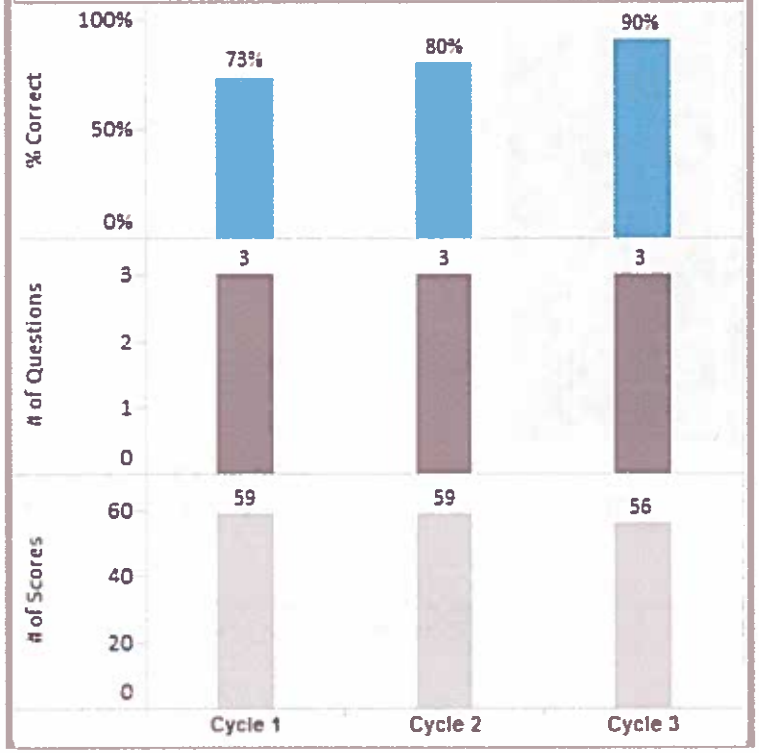
Select Standards: CS.MA.3.NS.2.3

Select Date Range: 7/10/2013 – 12/20/2013

Formative Results



Benchmark Results



RSA 3rd Grade Standards Mastery by Student

CS.MA.3.NS.2.3

How have students performed on questions aligned to these standards across various assessments?

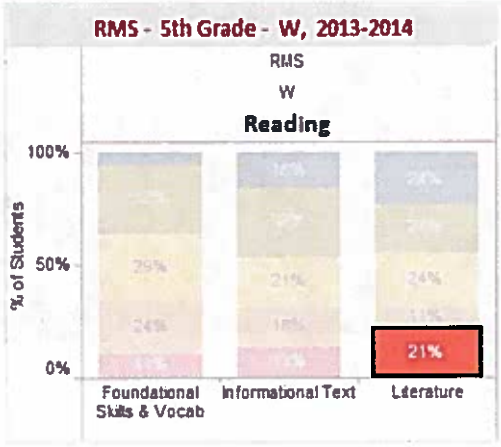
	Formative		Benchmark		
ne	week 12 NS 2.3 NS 3.3	week 14 NS 2.3 NS 3.3	Cycle 1	Cycle 2	Cycle 3
	20%	100%	100%	100%	100%
	60%	100%	33%	67%	100%
	100%	100%	100%	100%	100%
	60%	40%	100%	100%	100%
	100%	80%	100%	100%	100%
	100%	100%	67%	100%	100%
	100%	100%	100%	100%	100%
	80%	60%	100%	100%	100%
	100%		100%	100%	100%

NWEA MAP Strand Summary

Strand Performance Summary

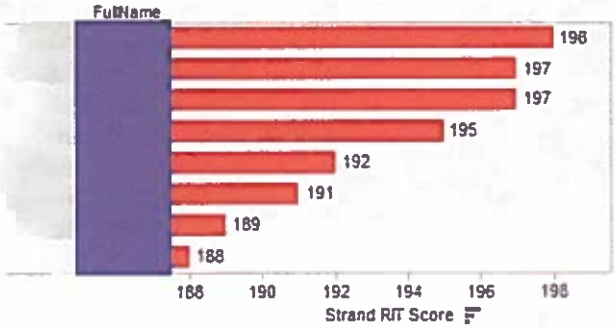
StrandScoreGroup(NW...
- High (>=80 Ptile)
- HiAvg (60-80 Ptile)
- Avg (40-60 Ptile)
- LoAvg (20-40 Ptile)
- Low (<=20 Ptile)

TestPeriod
- F
- W



Student Strand Scores

Click one of the bars in the Strand Performance Summary (left) to see a filtered list of students in that group and student score on the selected strand.



MAP Workbook for School Leaders – Percentile Ranks

NWEA MAP: Performance Trends in Percentile Rankings by Grade

Good For: Comparing performance by grade throughout the year or to other years. Identify strengths and weaknesses, in terms of grade level performance, across the network or at your individual school

Data Filters

Select School Year: 2013-2014

Select Subject: Reading

Select School(s): RMS

Select Test Period(s): (All)

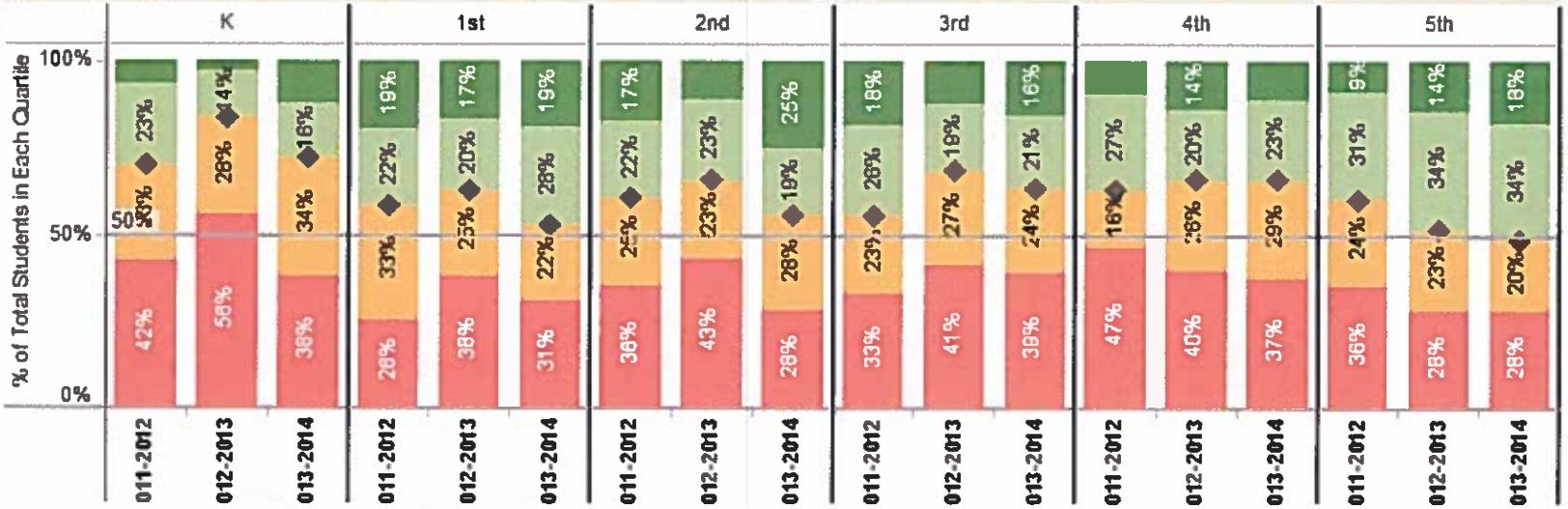
a) Click on a test round in top graph to see that round compared to performance in other years.
b) Hover over a bar to see number of scores included.
c) Hover over the diamond

Quartile Legend
- 4th Quartile
- 3rd Quartile
- 2nd Quartile
- 1st Quartile

Select School Year: (Multiple values)

Reading 2013-2014: Distribution of Students by Grade and Round
Schools: RMS

Reading YOY: Distribution of Students by Grade in Fall
Schools: RMS



ROCKETSHIP

Response to Intervention (RtI) Playbook

Rocketship Education
2015-2016

Welcome to the 2015-16 RtI Playbook, Rocketship's one-stop-shop for all things RtI!

Table of Contents

- Sample Parent Notification Letters

Fundamentals of a Response to Intervention (RtI) Approach

At Rocketship Education, we use a Response to Intervention framework to organize our academic intervention efforts. The RtI framework ensures that our struggling students get the intervention they need in order to access and excel in grade-level curriculum. RtI is an ongoing process of using student data to make universal and individual instructional and intervention decisions. The ultimate goal of RtI is for all students to perform at a proficient or advanced level because they have received appropriate instruction, accommodations, and modifications throughout the year.

There is no prescribed 'right' way to implement RtI. There are, however, seven guiding principles or 'essentials' that aid schools in building out effective frameworks, systems, and structures. They are:

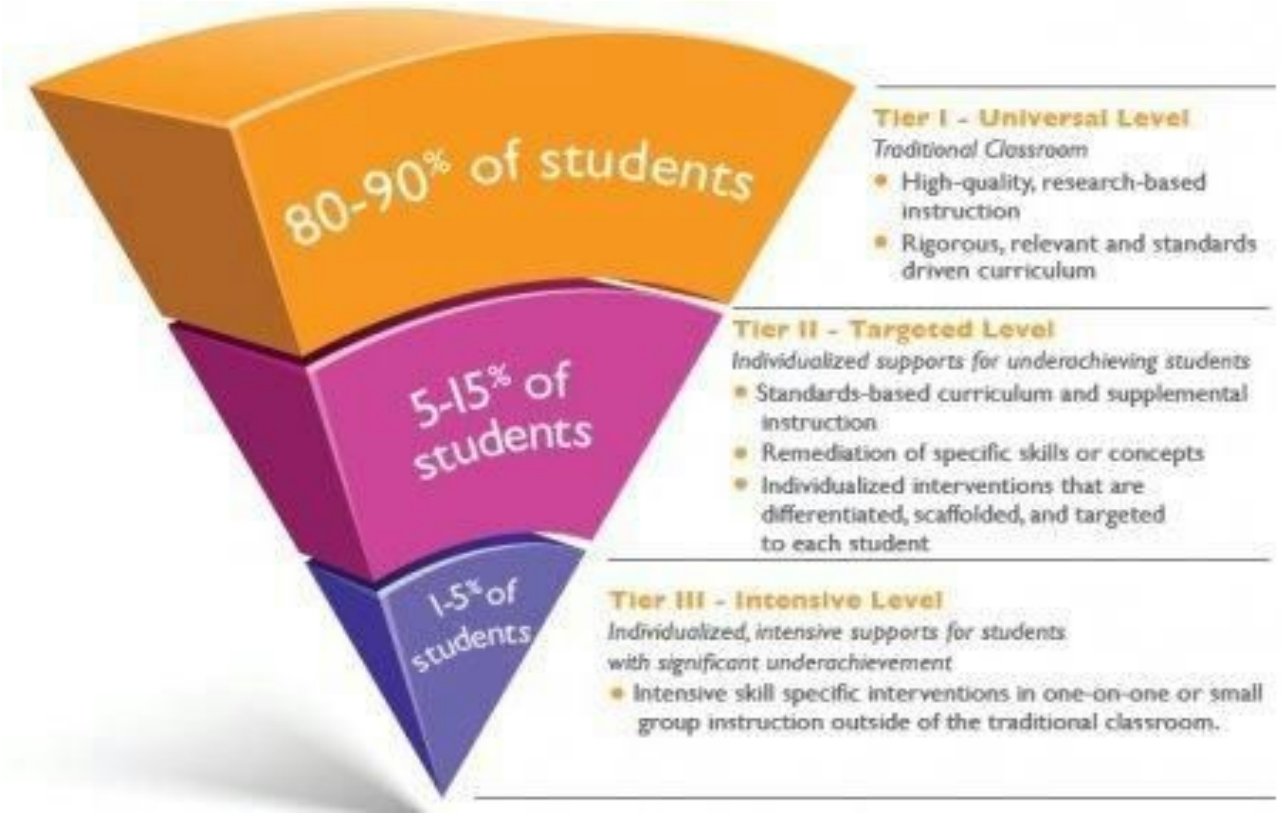
- Multiple Tiers of Support and Intervention
- Evidence-Based Interventions
- Universal Screening
- Progress Monitoring
- Data-Based Decision Making
- Treatment Integrity
- Problem Solving Teams

The seven essentials provide the backbone of this guide and Rocketship's Response to Intervention approach.

ROCKETSHIP

1. Multiple Tiers of Support and Intervention

Within Rocketship's RtI framework, there are three tiers of instruction and intervention to target the varied needs of students. While each tier consists of its own curriculum and assessments to address these needs, curriculum can be interchangeable throughout the tiers, depending on the implementation model. Most often the three tiers of instruction are represented by an image of a triangle with corresponding percentages.



Tier I is called the *Universal Tier* and *<u>all students</u>* receive instruction, accommodations and assessments at this tier. In the Universal Tier, instruction is tied to Common Core State Standards. Teachers deliver Tier I instruction and provide appropriate accommodations and differentiation, such as GLAD strategies and guided reading, for all students regardless of whether or not they receive additional Tier II or III interventions. In successful RtI frameworks, the target is to have 80% of students performing on grade-level with appropriate accommodations and differentiation.

Students who are not performing on grade level with appropriate accommodations and differentiation or who score in the bottom 25th percentile on Universal Screens are considered

to be “at risk” and in need of interventions that address foundational skills. These students are flagged for Tier II and Tier III interventions.

Tier II students often have knowledge gaps that can be filled by targeted instruction in their area of need. Instruction at these tiers is not tied to specific standards; rather, it addresses more universal foundational knowledge gaps. Tier II interventions are not simply ‘more guided reading’ or increased exposure to the standard addressing commas in a series. Those instructional actions are for teachers to make in their Tier I instruction. Tier II and Tier III interventions target gaps in Phonics, Phonemic Awareness, and Fluency that are holding these students back from being able to access Tier I instruction successfully.

Tier III students, traditionally, are selected because they are in the bottom 2-5% of Universal Screen test takers or because they have not responded to Tier I or II instruction. Often they have either more significant gaps (performing 2+ grade levels below) or a specific learning disability preventing them from succeeding in Tier I and Tier II instruction.

To help schools measure the success of their instruction and interventions, the framework provides target cutoff percentages of 80%, 15% and 5%. Refer to the chart below to understand the important target percentages that signify a well-functioning three-tiered instructional program.

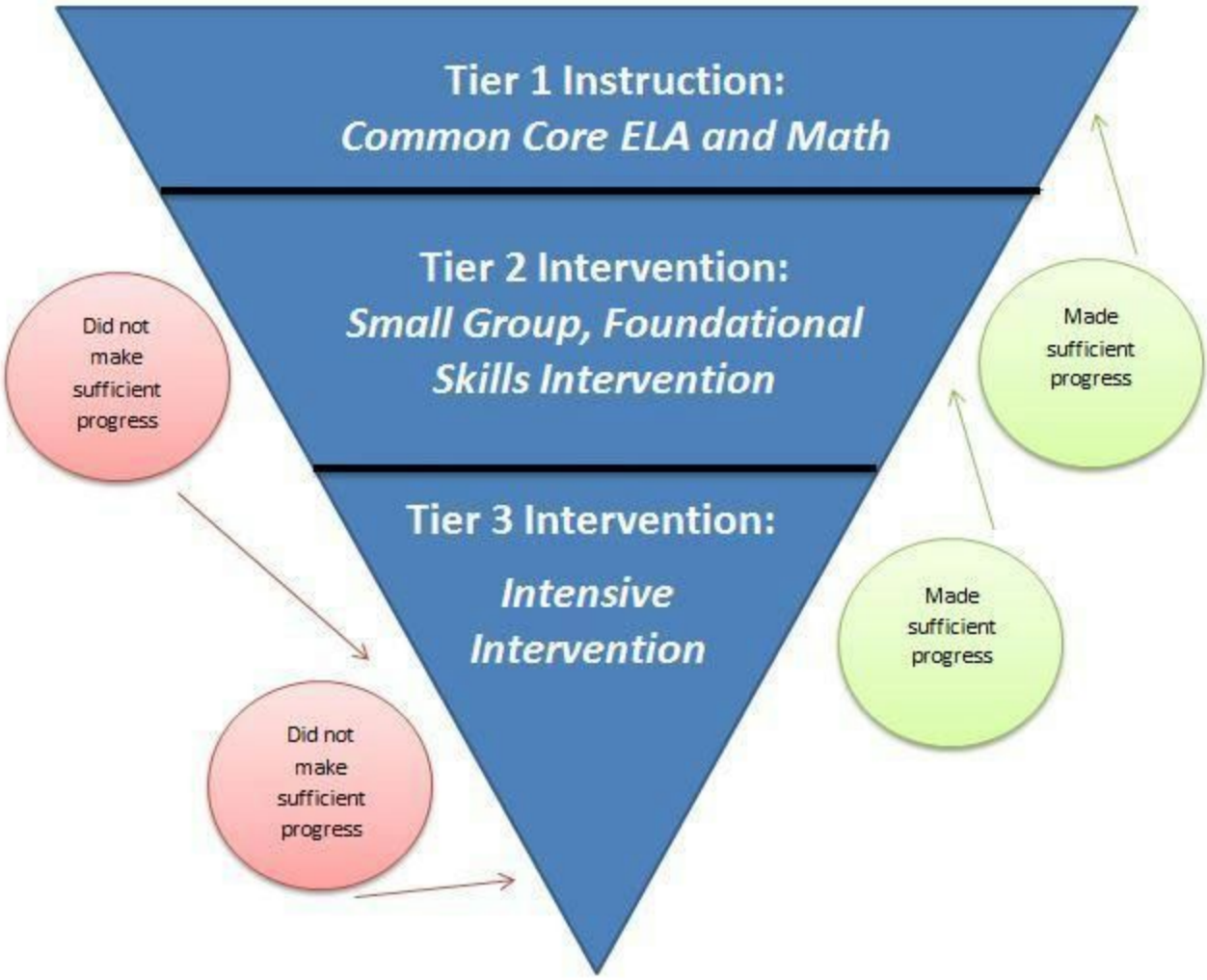
<table>
<tr><th colspan="3">100%</th></tr>
<tr><td colspan="3">Percentage of students who receive Tier I instruction with accommodations and differentiation.
↓ ↓</td></tr>
<tr><th>80%</th><th colspan="2">20%</th></tr>
<tr><td rowspan="3">Percentage of students who are successful in Tier I with accommodations and differentiation.</td><td colspan="2">Percentage of students who are unsuccessful in Tier I and are in need of Tier II or Tier III interventions. In a well-functioning RtI model, no more than 20% of a grade-level and/or school population should be receiving Tier II or Tier III instruction at a time.
↓ ↓</td></tr>
<tr><th>15%</th><th>2-5%</th></tr>
<tr><td>Percentage of students requiring Tier II interventions.</td><td>Percentage of students requiring Tier III Interventions</td></tr>
</table>

Because we recognize that each student population is different and represents a diverse array of needs, the above percentages represent aspirational goals, but are useful as guiding principles to ensure that your school's RtI program serves the needs of your students as it was intended.

Movement Across Tiers

In general terms, students move between tiers based on their responsiveness to intervention, as evidenced by their progress monitoring data. For example, a student who shows insufficient responsiveness to small group, foundational intervention (e.g. SIPPS) at Tier 2, as evidenced by failing to make progress towards his AIMSweb goal, may be referred for more intensive, individualized intervention (e.g. 1-on-1 SIPPS) at the Tier 3 level.

The graphic below depicts how movement between tiers may occur, but bear in mind that each student's circumstances will be slightly different, and decisions regarding movement for individual students will be made by the team at that student's school.



2. Evidence Based Curriculum and Interventions

In each tier of instruction and intervention, there are specific curricula implemented by teachers and tutors. The chart below illustrates the current curricula to be used throughout the tiers. The programs at Tier II and III have been vetted by the Achievement and ISE teams and were selected with feedback from teachers, school leaders, and an analysis of the available evidence of effectiveness. There are one-pagers available in the "Resources" section of the playbook that provide an overview of each program.

	ELA	Math

ROCKETSHIP

Universal Curricula **TIER I** ***Classroom Teacher***	• Rocketship Humanities Units	• Singapore
Intervention Curricula **TIERs II and III** ***ILSs*** ***ISE Specialists*** ***Paras***	<u>Phonics/Phonemic Awareness/Fluency</u> • Sound Partners (K for Tier 2; K-5 for Tier 3) • SIPPS (Tier 2; 1-5) • Seeing Stars (Tier 3; K-5) • ELSB (SIP; K-5) <u>Comprehension</u>: • Ready Common Core (Tier 2; 2-5) • Building with Stories (SIP; K-5) <u>Writing:</u> • Step up to Writing (Tier 3; K-5)	<u>Intervention within the classroom:</u> • Ready Common Core (Tier 2; K-5) • On Cloud 9 (Tier 3; K-5) • Touch Math (Tier 3; K-5)

3. Universal Screening

In order to determine which students are performing on grade level and which are “at risk,” Rocketship uses a suite of universal screening tools. Universal screeners are assessments that all students take at scheduled intervals throughout the school year. At Rockethip, these include, NWEA MAP and STEP. The data from these screens are used to differentiate instruction at Tier I, determine student growth and identify students in need of intervention.

Universal screening is most effectively conducted using a “multiple gating process,” in which data from multiple measures is cross-referenced. Multiple gating is an important practice because there are some students who may underperform on one test but actually score as proficient on another due to investment, testing circumstances, social-emotional factors, or other factors. By looking at more than one set of data, School Leaders are more likely to select the students truly in need of intervention because they will have scored beneath their peers on both assessments.

You can find additional detail on Rocketship’s approach to universal screening in the “Universal Screening” section of this playbook.

4. Progress Monitoring

Progress monitoring is the process of administering regular assessments to determine the extent to which students participating in intervention are responding to those supports. At Rocketship, AIMSWeb is the online system we use for universal screening, progress monitoring, and data management/reporting. AIMSWeb provides us with curriculum based measurements which assess foundational academic skills (oral reading fluency/accuracy, letter name/sound, nonsense word decoding) that are indicative of overall ability to access grade level curriculum successfully. Because AIMSWeb provides us with national norms, much like NWEA MAP/MPG, it will allow us to compare where students are relative to others in their grade and to track student progress across the year and year over year. Based on 30+ years of research, AIMSWeb is used by many schools with a fully developed RtI framework. How-to guides for using AIMSweb can be found in the "Resources" section of this playbook.

At Rocketship, we monitor the progress of students participating in ELA interventions according to the following schedule:

	Progress Monitoring
Tier I	• Regular formative assessments
Tier II	• **Weekly** curriculum based measure (AIMSWEB 1-minute ELA probes)
Tier III	• **Weekly** curriculum based measure (AIMSWEB 1-minute ELA probes)

5. Data Based Decision Making

Data-based decision making is the process in which a team of educators reviews and analyzes data (both universal screening and progress monitoring) in order to inform decisions ranging from placing students in intervention to assessing the overall health of an intervention program.

The table below outlines Rocketship's data-based decision making processes across the tiers.

	Data-based Decision Making Actions
Tier I **Universal, Class-level analysis**	Teachers and coaches engage in weekly, grade-level data meetings to discuss standards to focus on, reteach groups, accommodations and modifications that will help students successfully access content in tier I, and focus students in Student Huddle meetings. Emphasis is on identifying root causes of student struggles and high quality, tier 1 teaching strategies to address them.
Tier II **Small group and Individual Analysis**	Each cycle, interventionists, coaches, and grade level teams look at universal screening data (supported by Schoolzilla report) to identify students who are candidates for Tier II intervention. Coaches have regular data discussions (based on AIMSWeb progress) with interventionists and grade-level teams about individual and groups of students who are/aren't making progress.
Tier III **Individual Analysis**	SST teams meet to plan targeted, individualized interventions for students who are not making adequate progress in Tiers 1 and 2.

6. Treatment Integrity

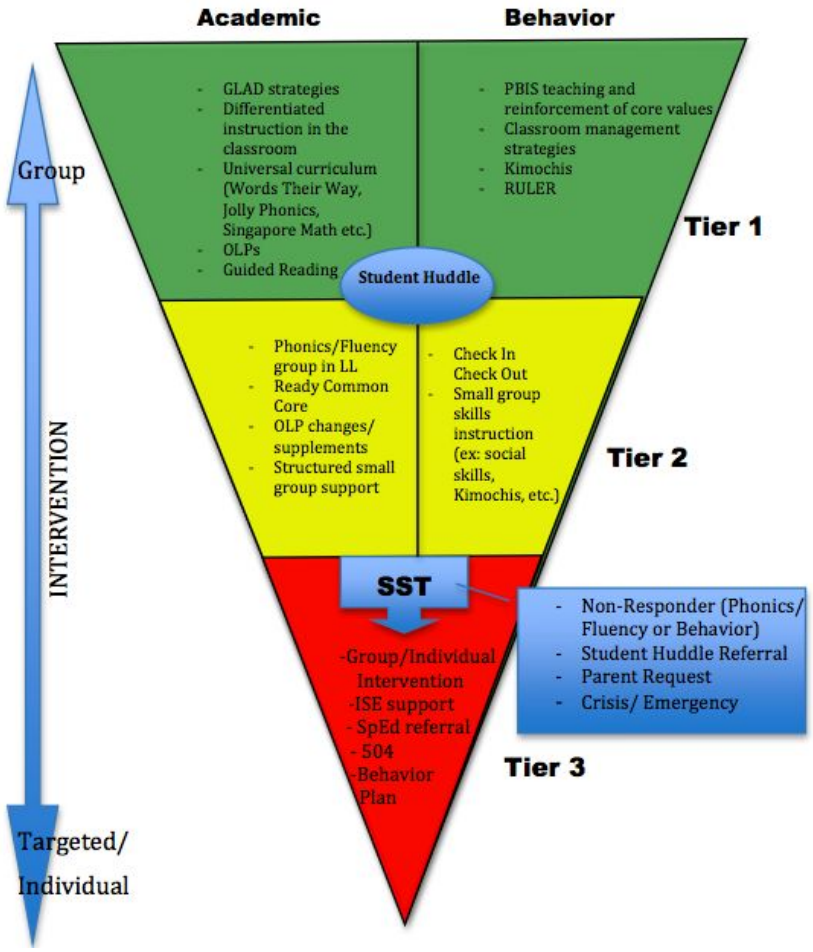
Treatment integrity (also referred to as “implementation fidelity”) refers to the extent to which a given evidence-based intervention is implemented in the manner in which it was designed to be implemented. It is important for RtI schools to develop and implement processes for monitoring treatment integrity so that, when engaging in data-based decision making, they can rule out poor instruction as the cause of low student responsiveness to intervention.

Rocketship has developed a series of Implementation Fidelity Checklists correlated with our suite of evidence-based interventions to support school leaders in assessing treatment integrity at their school sites. These can be found in the “Resources” section of this playbook.

7. Problem Solving

Problem solving within an RtI framework is closely related to the data-based decision making process, and involves a team-based approach to identifying and responding to 'problems' within the framework. These 'problems' can range from individual students who are not responding to interventions to interventionists who have consistently low rates of responsiveness from students in their groups to a mismatch between individual student needs and the available interventions on site.

The SST process is Rocketship's formal structure for engaging in team-based and data-based problem solving for individual students. Students can be referred to the SST process through several avenues, including non-responsiveness to Tier 2 interventions, the Student Huddle process, or a parent request for special education assessment. Please see "SST and Pre-referral" folder for more detailed explanations of the SST process, including the SST forms.



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RtI at Rocketship: Universal Screening

Rocketship uses NWEA MAP, AIMSweb benchmarks, and STEP as the universal screeners which identify students who are not responding adequately to tier 1 instruction and may require additional, supplemental interventions. The following charts briefly outline the progressive administration of universal screeners throughout the year.

Timeline	Universal Screening Process
Existing Schools: Spring 2015 New Schools: Fall 2015	First Gate: MAP - 100% of Rocketship students take the NWEA MAP assessment. Students performing below the 35th percentile are flagged for additional assessment (via the AIMSweb benchmark).
Existing Schools: Summer/Fall 2015 New Schools: Fall 2015	Second Gate: AIMSweb - All students performing below the 35th percentile on NWEA MAP take the grade level AIMSweb benchmark. Students below the 25th percentile are flagged as intervention candidates.
Fall 2015	Diagnostic: SIPPS - All students performing below the 25th percentile on NWEA MAP take the SIPPS diagnostic. Ability-based, cross grade level intervention groups are formed based on identified starting points.
Fall 2015	Third Gate: STEP - Students performing below a certain level on the fall STEP assessment (see guidelines below) are identified, administered the SIPPS diagnostic, and programmed into intervention groups as space allows.
Winter 15-16	First Gate, New Students: STEP - Students performing below a certain level on the winter STEP assessment (see guidelines below) are identified, administered the SIPPS diagnostic, and programmed into intervention groups as space allows.

Survey Level Assessments (SLAs)

In order to accurately indicate whether a student is responding appropriately to interventions, a progress monitoring tool must be sensitive to change. For students performing very far below grade level, grade level probes are not an appropriate progress monitoring tool - because they are far above the student's reading level, the student could be making progress in intervention that would not be reflected on a grade level progress monitoring probe. In those cases, schools

should conduct “Survey Level Assessments” (SLAs).

Anytime a student falls below the 10th percentile on the grade level AIMSweb benchmark the interventionist will conduct an SLA. In this process, progressively lower level probes are administered until the interventionist identifies the grade level at which the student performs between the 10th and 25th percentiles.

A couple of notes on survey level assessments:

- Students **always** take the AIMSweb benchmark assessment for their grade level, even if they are being progress monitored out of grade level.
- If a student performs below the 10th percentile on a given grade level, but above the 25th percentile on the next lower grade level, use the **higher** grade level as the student’s progress monitoring level.
- If a student performs below the 10th percentile on the 1st grade OR CBM, administer the NWF probe from the early literacy suite.
- If the student performs below the 10th percentile on the NWF probe, administer the LSF probe. LNF is the lowest probe - this will be a student’s progress monitoring level even if they perform below the 10th percentile on the initial administration.

Prioritizing Students for Intervention

During the universal screening process, your site may find that you have more students who “qualify” for intervention than you can accommodate (particularly new schools). In these cases, schools should prioritize the most “behind” students for intervention. The following data charts are intended to assist in determining student eligibility for Tier II and III intervention groups. For Cycle 2 and Cycle 3, STEP will be the exclusive Universal Screener to determine Tier II eligibility and this guide should also be used to identify students for intervention during those cycles.

Cycle 1

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading		STEP 1 – 3
Grade 1	Bef. STEP-Pre-Reading	STEP 1	STEP 2	STEP 4 – 6
Grade 2	Bef. STEP-STEP 2	STEP 3 – STEP 4	STEP 5 - 6	STEP 7 – 9

Grade 3	Bef. STEP- STEP 3	STEP 5- STEP 7	STEP 8 – 9	STEP 10 – 12
Grade 4	Bef. STEP - STEP 5	STEP 6 – STEP 9	STEP 10 - 12	STEP 13 – 15
Grade 5	Bf. STEP- STEP 5	STEP 6 – 10	STEP 11 – 16	STEP 16 – 18

Cycle 2

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading	STEP 1	STEP 2 – 3
Grade 1	Bef. STEP- Pre-Reading	STEP 1 -2	STEP 3	STEP 3 – 6
Grade 2	Bef. STEP- STEP 2	STEP 3 – STEP 4	STEP 5 - 6	STEP 7 – 9
Grade 3	Bef. STEP- STEP 3	STEP 5- STEP 7	STEP 8 – 9	STEP 10 – 12
Grade 4	Bef. STEP - STEP 5	STEP 6 – STEP 9	STEP 10 - 12	STEP 13 – 15
Grade 5	Bf. STEP- STEP 5	STEP 6 – 10	STEP 11 – 16	STEP 16 – 18

Cycle 3

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading	STEP 1	STEP 2 – 3
Grade 1	Bef. STEP- STEP 1	STEP 2	STEP 3	STEP 5 – 6

Grade 2	Bef. STEP- STEP 2	STEP 3 – STEP 5	STEP 6 – 7	STEP 8 – 9
Grade 3	Bef. STEP- 4	STEP 5- STEP 7	STEP 8 – 10	STEP 11 – 12
Grade 4	Bef. STEP- 7	STEP 8 – 10	STEP 11 - 13	STEP 14 – 15
Grade 5	Bef. STEP- 10	STEP 11 – 13	STEP 14 – 16	STEP 17 – 18

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RtI at Rocketship: Progress Monitoring

At Rocketship, we utilize AIMSweb as our progress monitoring platform for students participating in Tier 2 and 3 ELA interventions. AIMSweb provides both the assessments we use for progress monitoring, as well as the database for storing and analyzing progress monitoring data on an ongoing basis.

The assessments provided by AIMSweb are called "curriculum-based measurements" (CBMs). These are short (1 minute) probes designed to assess a student's performance on a specific, early or basic literacy skill. They are not designed to be comprehensive assessments of a student's reading skills; rather, they are designed to be sensitive to change, to provide reliable and frequent information regarding a student's responsiveness to an intervention, and to indicate whether a student is increasing in a targeted, basic skill that is required in order for them to access grade level content.

AIMSweb has a suite of ELA CBMs*, including:

Tests of Early Literacy		
Probe	*Grade Levels*	*Description*
Letter Naming Fluency	Kinder, Fall → 1st, Fall	Students state a letter name
Letter Sound Fluency	Kinder, Winter → 1st, Fall	Students state a letter sound
Phoneme Segmentation Fluency**	Kinder, Winter → 1st, Winter	Students segment a CVC word into individual phonemes
Nonsense Word Fluency	Kinder, Winter → 1st, Spring	Students read or segment phonetic CVC words
Oral Reading Fluency* **		
Probe	*Grade Levels*	*Description*
Oral Reading	1st, Winter → 8th	Students read short passages.

*See the "AIMSweb Benchmark" folder for a samples of each CBM
**Rocketship does not recommend the use of the PSF probes.
***See pages 7, 11, 15, and 20 of the Test of Early Literacy Administration and Scoring Guide for scripted directions to administer the early literacy probes.
****See page 6 of the RCBM Administration and Scoring Guide for scripted directions to administer the ORF probes

Interventionists monitor student's progress using AIMSweb probes on a **weekly** basis at Rocketship. On Thursday minimum days, ILss should not pull intervention groups and should instead use this time to administer progress monitoring assessments to the student's on their caseloads.

ILSs may also choose to have students monitoring their own progress in intervention - research shows that simply self recording CBM results can positively impact student fluency rates. Sample student-facing trackers are available in the "Resources" section of the playbook.

Setting Progress Monitoring Goals

Every student participating in Tiers 2 and 3 interventions at Rocketship has a specific progress monitoring goal. This allows school teams to easily determine if a student needs additional intervention or is ready to exit intervention based on their progress towards this goal. Setting progress monitoring goals in AIMSweb is the responsibility of the interventionist (ILS or ISE Specialist), to be monitored and supported by the school leader.

Goal Setting Assumptions:

- **Students who are at or above 25th percentile:** Students who are at or above the 25th percentile according to AIMSWeb benchmarks should *not* be in Tier II or Tier III
- **Students who are between the 10th and 25th percentile:** Students who are between the 10th and 25th percentile should be progress monitored ON grade level
- **Students who are below the 10th percentile:** Students who are below the 10th percentile according to AIMSWeb benchmarks should be progress monitored below grade level until they demonstrate they are at or above the 10th percentile according to AIMSWeb benchmarks
- **Re-evaluation cycle:** Students in Tier II or Tier III will be assessed and reevaluated around Data Days in December/January, March, and May
- **Higher BOY AIMSWeb percentile:** The higher a student's BOY AIMSWeb percentile, the earlier in the school year the student should be expected to reach the 25th percentile

AIMSweb considers students within grade level expectations when they are performing at or above the 25th percentile on grade level CBMs. For this reason, the 25th percentile is generally used as the 'goal' for students in intervention, with the timeline for meeting the goal depending on the student's starting point. See "Goal Setting Guidelines" in the "Resources" section of this playbook for specific goal setting guidelines.

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RtI at Rocketship: Data-Based Decision Making

Data-based decision making for students participating in tier 2 ELA interventions occurs on an ongoing basis through coaching conversations between school leaders and interventionists, as well as at the end of data cycles. The end of the data cycle is the time when problem solving teams work together to determine which students have made enough progress to exit intervention, which students should remain in their current intervention and which students have made insufficient progress and should be considered for a more intensive level of intervention. The data-based decision making process at data days is as follows (you can find a version of this protocol which includes a visual decision making tree in Box):

1) Determine if sufficient data points have been collected:
CBM data isn't considered valid for the purposes of instructional decision making until we have enough data points to generate a stable trend line. We need to collect at least four data points within a six week period in order to make instructional decisions. If we don't have sufficient data for the student, continue providing the intervention and monitoring progress. If we do have sufficient data…

2) Determine if the student is making sufficient progress:
We can use two methods to determine progress:

- The "Three Point Rule": If the at least three of the most recent four data points are close to, at, or above the student's goal line, we can conclude that the student is responding favorably.
- The "Trendline Rule" If the student's trendline is trending upward, and is showing that the student will meet (or will be close to meeting) their goal by its assigned date, we can conclude that the student is responding favorably.

If this the student is responding favorably… (if the student is not responding favorably to intervention, skip to step 6)

3) Determine if the student has met their progress monitoring goal, and whether the student was being monitored on or off grade level.

4) If the student is being progress monitored on grade level, and they have met their progress monitoring goal, **administer the AIMSweb benchmark to ensure they are now performing above the 25th percentile on the benchmark**. If they are, they are ready to exit from intervention. If not, **continue to provide intervention and monitor progress.**

5) If the student is being progress monitored off grade level**, increase the progress monitoring grade level and continue to provide the intervention.**

6) If the student is not responding favorably to the intervention as evidenced by a lack of progress towards the progress monitoring goal**, determine if the intervention is being implemented with fidelity:**

- Two data sources can provide information about the fidelity of the intervention implementation – observations using implementation fidelity checklists and the progress of the other students in the group (if the majority of the students in the group are making progress, you can conclude that the intervention is being implemented with fidelity. If not, that is an indication that there may be a need to investigate implementation challenges).

7) If the intervention is not (or may not be) implemented with fidelity:
Develop a plan to coach the interventionists towards fidelity of implementation

8) If the intervention is being implemented with fidelity:
Determine if attendance, behavior, or motivational factors are significantly impacting student progress. If a student is not able to access the intervention because of any of the factors listed above, the team will want to develop a plan to address these issues before making an instructional change for the student.

9) If there are no attendance, behavior, or motivational factors significantly impacting student progress**, consider referring the student to a more targeted, intensive level of intervention.** In most cases, this will mean referring the student for an SST so the SST team can plan a targeted, individualized support plan for the student.

Tips for using these guidelines:
These guidelines are meant to provide a general process that teams can follow when analyzing student progress. However, teams may use their discretion to deviate from them on a case-by-case basis depending on student need. For example, if the student is new to Rocketship and has only been in intervention for one data cycle, the team may decide to continue a Tier 2 intervention even if the student isn't yet responding favorably to give the student more time in the intervention. Alternatively, if the student is in their second year of intervention and is still not making sufficient progress, the team may accelerate intensive planning for the student

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RtI at Rocketship: Data Days

There is quite a bit of RtI-related work that occurs on data days, to align with the end of data cycles. The scope and sequence below provides guidelines on what school leaders and ILSs should do prior to and during data days to stay on track with tier 2 interventions. We have also created a stand alone "Winter RtI Handbook" and "Spring RtI Handbook" which contain *just* the information that Tier 2 leads need to prepare for data days at the end of each of those cycles.

Data Day	**Prior to...**	**During...**
September	**Step 1:** Give AIMSWeb benchmark to bottom 35th percentile of students and any new students in GL (as determined by Spring MAP results) **Step 2:** Enter all results in AIMSWeb **Step 3:** Give SIPPS diagnostic to any student who falls in the bottom 25th percentile according to AIMSWeb **Step 4:** Give SLA to any student who falls below the 10th percentile on their grade-level benchmark	**9.18:** Use Data Day #1 to create ability-based groups across GLs and determine tutoring logistics ● All students performing below the 25th percentile qualify for SIPPS/phonics intervention (exception: ISE students who are receiving tier 3 support from their ISE case manager) ● Priorities phonics/fluency needs. If you have many students who qualify for SIPPS/phonics intervention, fill your ILSs' schedules with these groups. ● If you have capacity (i.e. lower numbers of students needing phonics intervention), leave room in your ILSs' schedules for comprehension groups to start in October. **9.19:** Use Data Day #2 to enter students names in caseload and create progress monitoring goals
January	**Step 1:** Give AIMSWeb benchmark to ALL Tier II and III students (in December)	**Step 1:** Exit from intervention any student who has already met their AIMSWeb goal (*for SLA students, move them to the next grade level) ● Cross reference STEP score: anyone 2 years or more below GL on STEP should be moved into RCC comprehension ● Anyone NOT 2 years or more below GL should be exited

		Step 2: Utilize the AIMSWeb Data Analysis Protocol to review progress monitoring status of students participating in intervention to determine next steps. **Step 3:** Use STEP data from December to add any additional students to Tier II (2 years or more below GL) ● Use same diagnostic and placement process from September after Data Day (*refer to RtI Calendar.)
March	**Step 1:** Give AIMSWeb benchmark to ALL Tier II and III students	**Step 1:** Exit from intervention anyone who has already met their AIMSWeb goal ● Cross reference STEP score: anyone 2 years or more below GL should be moved into RCC comprehension, *comprehension students do NOT receive AIMSWeb benchmark ● Anyone NOT 2 years or more below GL should be exited **Step 2:** DO NOT add any additional Tier II students; ONLY exiting or moving students from phonics to comprehension

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RtI at Rocketship: Intervention Resources

Curriculum Overviews

This section of the RtI Playbook provides an overview of each of the programs in Rocketship's intervention suite, including:

- Sound Partners
- Systematic Instruction in Phonics and Phonemic Awareness (SIPPS)
- Fluency Supplement Recommendation for SIPPS
- Ready Common Core
- ELSB
- Step Up To Writing

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Sound Partners

Tier: Tier II (Kinder only) and Tier 3 (K-5)
Interventionists: ILS and ISE
Grades: Primarily Kindergarten, Grades 1-2 on a need basis

Sound Partners is an intervention program in phonics-based early reading, designed primarily for lower-grade students (K-2) lacking foundational phonics and phonemic awareness skills. Sound Partners routines include letter-sound correspondence, segmentation, individual word reading, sight word practice, and practice reading with connected text. The ideal group size is 3 students or less, and Sound Partners is implemented by ISE Specialists, Para-professionals, and ILSes.

Materials:

- Sound Cards
- BOB books (for connected reading)
- Lesson Book
- Student Mastery Tests
- Tutor Implementation Manual
- Attendance/Lesson Completion Logs
- Progress Reports (for teachers and/or parents)
- Tutor Observation Forms (Treatment Integrity Checklists)

Lesson Components

- Say the Sounds *(student practices saying the sound associated with a letter or letter pair and practices writing the letter(s) associated with a sound)*
- Letter Sound Cards *(student practices pairing sounds with key words)*
- Segmenting *(student practices listening for the separate sounds in a word and saying them one at a time)*
- Word Reading *(student reads words by saying their sounds and blending them aloud. Student spells words by listening for and writing down the sequence of sounds in the word)*
- Sight Words *(student practices reading words that cannot be sounded out)*
- Sentence Reading *(student reads sentences made up of taught sight and decodable words)*
- Magic -e- *(student practices reading words using the "magic -e- rule")*
- Word Endings *(student practices reading words with the endings –s, -ed, -y, and –ing)*
- Pair Practice *(student practices reading and spelling words and nonwords with new letter pairs)*
- Reading Long Words *(student practices reading compound and multisyllable words)*
- Book Reading *(student practices reading newly taught sounds and words in a story)*

Curriculum Starting Point

All students start Sound Partners at lesson 1; however, students move through the lessons at different rates depending on their skill and mastery of the material.

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SIPPS

Tier: Tier II, Phonics and Fluency
Interventionists: ILSs
Grades: Grades 1-5

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a program for struggling readers from kindergarten through 12th grade. SIPPS routines include letter, sound and word cards as well as decodable books to apply instruction to a more realistic setting. The ideal group size is 6 student or less.

SIPPS Levels:

- *SIPPS Beginning:* Designed for students in Grades 1-3 who know their letter sounds, but have not mastered blending or segmentation.
- *SIPPS Extension:* Designed for students in Grades 1-3 who can read and spell simple simple vowel patterns.
- *SIPPS Plus*: Condensed version of Beginning and Extension, designed for students in Grades 4+.
- *SIPPS Challenge*: The end of the SIPPS spectrum; any student who has surpassed Extension or Plus could enter into Challenge.

Materials

- Sound Cards
- Sight Word Wall Cards
- Story Posters
- Reproducible Stories Book
- CD-ROM with all reproducible pages
- Sight Word Cards
- Spelling-Sound Cards
- Sets of Little Books
- DVD with Videos of Routines
- Online resources

Lesson Components *(for resources/videos go to: https://teach.devstu.org/session/new; use username: mwunderlich@rsed.org and password: rocketship)*

- Rereading a Story
- Phonological Awareness
- Phonics and Decodable Words
- Sight Words
- Reading a Story
- Guided Spelling and Segmentation
- Fluency Practice

Curriculum Starting Points

SIPPS has a placement assessment that will be given to students within the first week of intervention. For students in Grades K-3, there are 3 levels at which they could enter: Beginning, Extension, and Challenge. For students in Grades 4-5, there are 2 levels at which

they could enter: Plus or Challenge. Each level has 5 different entry points (ie. Lesson 1 or Lesson 21), except for Challenge. At the Challenge level, everyone starts at Lesson 1.

- SIPPS K-3 Diagnostic
- SIPPS 4-12 Diagnostic

Fluency Supplement Recommendation for SIPPS

Rationale

Although SIPPS' systematic, routinized approach to phonics instruction is extremely effective, our SIPPS program lacks an effective fluency component. The SIPPS curriculum does in fact have a fluency element - 20- 30 minutes of fluency practice after the 30 minute scripted lesson - but our 30-minute time constraints do not enable us at Rocketship to make use of it. Since students are being progress monitored through AIMSWeb on fluency assessments, it makes sense to supplement the SIPPS curriculum with fluency practice. Below we have outlined a few suggested recommendations.

Suggestions for When to Supplement

Curriculum Level	Grade-Level	Supplement	Why/When
SIPPS Beginning	Typically Grades 1-2	No	Too low-level; students in Beginning have only mastered short vowels
SIPPS Extension	Typically Grades 1-3	Yes	Starting at Lesson 1
SIPPS Plus	Grades 4-5	Yes	Starting at Lesson 1
SIPPS Challenge	Any student in Grades 1-5 who has completed either SIPPS Extension or Plus	Yes	Starting at Lesson 1

Suggestions for What to Use to Supplement

Curriculum	Important to Know	Materials Available	Suggested Frequency
Lakeshore	**NOT FREE:** Will have	~20 passages per grade-level	At least 1x/week - either

	to purchase and have shipped		hold 1-2 students after the lesson to do 1 minute fluency practice OR practice with entire group on minimum days when not progress monitoring
HELPS (**H**elping **E**arly **L**iteracy with **P**ractice **S**trategies)	**FREE**: You will have to create a log-in and will be asked to make a donation, but will not be charged for materials	Teacher's Manual Student Passages Teacher Passages	At least 1x/week - either hold 1-2 students after the lesson to do 1 minute fluency practice OR practice with entire group on minimum days when not progress monitoring
Reading A-Z	**NOT FREE**: Must have a member log-in to access	169 passages available; 8 per reading level from Levels F-Z on Fountas & Pinnell scale	At least 1x/week - either hold 1-2 students after the lesson to do 1 minute fluency practice OR practice with entire group on minimum days when not progress monitoring

Ready Common Core*

**See "Implementing Ready Common Core" for more details on how to select and set goals for students participating in Ready Common Core*

Tier: Tier II, Comprehension
Interventionists: ILSes
Grades: Grades 2-5

Ready Common Core is a comprehension program that employs a gradual-release model to enable struggling readers to access grade-level text. While the curriculum is available from Grades K-8, Rocketship has RCC available in Grades 2-5 as the comprehension component of our RtI program. The ideal group size is 6 student or less.

Materials

- Student Workbook
- Teacher Edition

Lesson Components

Each lesson is 5 components; Parts 1 and 2 can be taught together. Each lesson lasts 1 week with 30 minute small group instructional periods 4x/week.

- *Part 1: Introduction* - Think of this as the hook. It is intended to introduce the comprehension skill they will be practicing for the week in a student-friendly and engaging way.
- *Part 2: Modeled Instruction* - Students read a short text and are guided, through modeled think-alouds and sentence frames, to discuss comprehension questions.
- *Part 3: Guided Instruction* - Students continue reading the same text and use the skills they have just practiced to answer discussion questions.
- *Part 4: Guided Practice* - Students read a longer text and respond to comprehension questions with less guidance from the instructor.
- *Part 5: Common Core Practice* - This is designed as the weekly formative assessment. Students complete the assessment independently, after which they justify and discuss their answers as a group.

Digital Access

- **Online Teacher Toolbox**

Curriculum Starting Points

Ready Common Core is aligned to iReady; thus, when students complete the iReady diagnostic, the system will suggest lessons from RCC. Students can then be grouped according to their specific comprehension needs.

ELSB

Early Literacy Skill Builder One Pager

ELSB *at a glance…*

ELSB is an intensive intervention program that incorporates systematic instruction to teach both print and phonemic awareness. ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace. It incorporates scripted lessons, least-prompt strategies, teachable objectives, built-in lesson repetition, and ongoing assessments. All students begin at Level 1. Instruction is one-on-one or in small groups. Teach scripted lessons daily in two 30-minute sessions. On the completion of each level, formal assessments are given. ELSB should be done in small groups. It should be implemented by any trained professional.

Essential Elements

Materials
Implementation Guide Teacher's Manuals Student Material Books Student Assessment Books Moe the Frog Puppet All About Moe Stories DVD for staff training CDs with printable PDFs and other reproducible resources Sight Word Flashcards Implementation Fidelity Checklist

Lesson Components

Phonemic Awareness
Phonics
Comprehension
Vocabulary and Fluency Work

Curriculum Starting Points

Students start at lesson 1.

Progress Monitoring-Formal (Answers question: Are they growing?)

- Built-in mastery assessments

Informal (Answers question: Did they get what I just taught?)

- Performance observations

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Step Up To Writing

SUTW at a glance…

Step Up To Writing is an intervention program that is successful in increasing writing proficiency through explicit, hands-on,research-validated strategies. SUTW Complements any writing curriculum and it is aligned to Common Core. This program improved literacy skills across content areas and grade levels. Reading comprehension strategies are a focus and strategies are embedded to assist with reading, writing, listening, and speaking. SUTW should be done in small groups. It should be implemented by any trained professional.

Essential Elements

Materials
Teacher's Guide and Implementation Guide Handy Pages SUTW CD-ROM Attendance/Lesson Completion Logs Progress Reports (for teachers and/or parents) Implementation Fidelity Checklist

Lesson Components

1. Planning a Story
2. A Story
3. Accordion Paragraphs
4. Kinds of Topic Sentences
5. Closing Your Paragraph
6. Transitions
7. Summary Paragraph
8. Planning a Paragraph
9. Two Kinds of Writing—A Story
10. Two Kinds of Writing—Information
11. 6-Sentence Paragraph
12. Two-Column Notes
13. 7-Sentence Paragraph

Curriculum Starting Points

All students start at the beginning of the program, but students progress at different rates

Progress Monitoring-Formal (Answers question: Are they growing?)

- Writing Samples Assessed weekly by Tier III Instructor

Informal (Answers question: Did they get what I just taught?)

- Built in performance observations

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Designing Tier 3 Interventions

Within the RtI framework, interventions at the tier 3 level are not defined by a specific curriculum, or a particular service provider. Rather, they are differentiated from tier 2 in that they are more ***intensive*** and more ***individualized***. This is an important concept for schools because it allows you to use your resources more flexibly in order to meet the needs of all students. For example, if the only tier 3 intervention you have available at your site is a Seeing Stars group with your ISE Specialist, there will likely be much more limited capacity to serve students at that level than if you consider tier 3 intervention as any intensive, targeted, and individualized intervention provided by any qualified service provider on your campus.

Step 1: Selecting an Instructional Platform

The first step in designing a tier 3 intervention for a student is selecting an instructional platform. School leaders should consider all of the evidence-based interventions available on their sites when selecting the instructional platform for tier 3, including interventions that are typically used at tier 2 or even tier 1 for younger grades, including but not limited to:

- Open Court
- SIPPS
- Seeing Stars
- Sound Partners
- On Cloud 9
- Step up to Writing

Step 2: Intensify the Instructional Platform

The key differentiating features between tier 2 and tier 3 is intensification and individualization. There are several methods by which an intervention can be intensified and/or individualized, including:

- Reducing the group size (e.g. individual intervention rather than a group of four students)
- Increasing the frequency of the intervention (e.g. twice per day rather than once per day)
- Increasing length of intervention sessions (e.g. 40 minutes per session rather than 20 minutes per session)
- Supplementing intervention with additional practice or exercises (e.g. adding an individualized daily fluency routine to a student's SIPPS session)
- "Double dosing" particular components of the intervention based on student need (e.g. repeat the short vowel routine of SIPPS twice within a single intervention session)
- Implementing a different intervention (e.g. switching from SIPPS with the ILS to Seeing Stars with the ISE Specialist)

Step 3: Make a Progress Monitoring Plan

Progress monitoring for students in tier 3 is identical to tier 2.

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Implementing Ready Common Core (a stand alone Ready Common Core implementation guide is also available)

The majority of the programs in Rocketship's ELA intervention suite are designed to support students who have basic, early literacy needs such as phonics and fluency. However, some students will have adequate basic reading skills but require intervention in the areas of reading comprehension and vocabulary development. These students may benefit from small group instruction using the Ready Common Core program. Guidelines for selecting and progress monitoring these students follows.

Student Identification

1. Use STEP as universal screener to identify which students qualify for Ready Common Core.

   OPTION 1: Identify students using the guidelines below.
   NOTE: These windows can be adjusted (e.g. to 3 or 4 STEP levels below grade-level) depending on how many students you are able to serve with your ILS schedules.

Kinder	STEP 1 or below
1st	STEP 2 or below
2nd	STEP 5 or below
3rd	STEP 8 or below
4th	STEP 10 or below
5th	STEP 12 or below

   OPTION 2: Identify students using bottom 35% of students as determined by STEP data by grade-level.

   2. For each student that qualifies according to the above STEP windows, use STEP tool to determine which areas on the STEP assessment are contributing to their DNA.
      a. If students are **at/above target** in Reading Accuracy, Reading Rate, and/or Fluency but **below target** in Oral Comprehension and/or Silent Comprehension, **they qualify for Ready Common Core**.
      b. **If students are below target** in Reading Accuracy, Reading Rate and/or Fluency, **they qualify for SIPPS**.

1. If, once students are AIMSweb benchmarked, and they fall above the 25th percentile but still fall within the STEP ranges above, **they qualify for Ready Common Core**.

c. If students are **below target** in both Reading Accuracy, Reading Rate, Fluency and Comprehension, they can be recommended for **both Ready Common Core and SIPPS**.
d. Collaborate with ELA teachers to determine additional students who need comprehension support.

Student Placement in Ready Common Core Curriculum

OPTION 1: Give students identified via STEP the i-Ready Diagnostic.

1. Drill down into Student Profile report in i-Ready.
2. Click on Comprehension: Literature or Comprehension: Informational Text.
3. Scroll down to the bottom of the screen to determine which Ready Common Core lessons the student needs and at which lesson he/she should start.

OPTION 2: Use current reading level (as determined by STEP) and correlate with grade-level to determine starting point.

1. Correlate student's current reading level with the associated grade-level (e.g. a 2nd grader reading at a STEP 6 is reading at a 1st grade level).
2. Start students at Lesson 1 of the associated grade-level materials.

Progress Monitoring

OPTION 1: Give all students mini-diagnostics through i-Ready each month.
Use Progress Monitoring reports through i-Ready to track growth according to grade-level targets (e.g. 1.5 years of growth).

1. Pros: mini-diagnostics can be scheduled in advance, provides comprehensive achievement data
2. Cons: comprehensive assessment (so not just reading comprehension), can take 20-30 minutes

OPTION 2: Assign i-Ready lessons each week that correlate to standards taught in RCC lessons.
Use Pass Rate to track growth on associated standards.

1. Pros: easily assignable, correlate directly to material taught in RCC, quick assessment
2. Cons: multiple choice questions only

OPTION 3: Use questions at end of each RCC lesson (and unit assessments after each 5 lessons) to track growth.

Use Pass Rate to track growth on concepts/standards presented in each lesson.

1. Pros: can immediately adjust instruction based on data, direct correlation of assessment to instruction
2. Cons: only grades 2-5 have this feature in the RCC books

Goal Setting

Since STEP is the universal screener for Ready Common Core, we can set a STEP improvement goal for students based on their starting STEP level.

Current STEP Level	STEP Level Goal	End Date
PR	2	April 1st
1	3	April 1st
2	4	April 1st
3	5	April 1st
4	6	April 1st
5	6	April 1st
6	7	April 1st
7	8	April 1st
8	9	April 1st
9	10	April 1st
10	11	April 1st

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RtI at Rocketship: 2015-16 Implementation Calendar

The most comprehensive calendar of all Tier 2 tasks (with differentiated timelines for the Nashville school calendar as well as the new schools) can be found here. Below is a high level overview of RtI tasks over the course of the year.

Bay Area & MKE (existing schools)

August	**Assessment:** ● BOY screening and benchmarking ● SIPPS diagnostic ● Survey Level Assessments
September	**Intervention:** ● Create ability-based SIPPS groups based on screening data ● Launch interventions
October	**Assessment:** ● Second screen (via STEP) ● Create RCC/comprehension groups ● Ongoing progress monitoring **Intervention:** ● Continue SIPPS groups
November	**Intervention:** ● Launch comprehension intervention groups ● Continue SIPPS groups **Assessment:** ● Ongoing progress monitoring
December	**Intervention:** ● Continue intervention groups **Assessment:** ● Ongoing progress monitoring ● Mid-year AW benchmarking
January	**Data-based decision making:** ● Students exit and enter intervention based on assessment data ● Students who are not responding to intervention are referred for more intensive support **Assessment:** ● Benchmark and diagnostics for new students

February	**Intervention:** ● Launch/ continue intervention groups **Assessment:** ● Ongoing progress monitoring
March	**Data-based decision making:** ● Students exit intervention based on assessment data ● Students who are not responding to intervention are referred for more intensive support **Intervention:** ● Continue intervention groups **Assessment:** ● Spring benchmarking ● Ongoing progress monitoring
April	**Intervention:** ● Continue intervention groups **Assessment:** ● Ongoing progress monitoring
May	**Assessment:** ● Final benchmark **Intervention:** ● Intervention ends

NSH (RNNE)

July	**Assessment:** ● BOY screening and benchmarking
August	**Assessment:** ● SIPPS diagnostic ● Survey Level Assessments **Intervention:** ● Create ability-based SIPPS groups based on screening data ● Launch interventions
September	**Assessment:** ● Second screen (via STEP) ● Ongoing progress monitoring **Intervention:** ● Continue SIPPS groups
October	**Assessment:** ● Create/launch RCC/comprehension groups ● Ongoing progress monitoring **Intervention:** ● Continue SIPPS groups
November	**Intervention:** ● Continue intervention groups **Assessment:** ● Ongoing progress monitoring
December	**Intervention:** ● Continue intervention groups **Assessment:** ● Ongoing progress monitoring ● Mid-year AW benchmarking
January	**Data-based decision making:** ● Students exit and enter intervention based on assessment data ● Students who are not responding to intervention are referred for more intensive support **Assessment:** ● Benchmark and diagnostics for new students

February	**Intervention:** ● Launch/ continue intervention groups **Assessment:** ● Ongoing progress monitoring
March	**Data-based decision making:** ● Students exit intervention based on assessment data ● Students who are not responding to intervention are referred for more intensive support **Intervention:** ● Continue intervention groups **Assessment:** ● Spring benchmarking ● Ongoing progress monitoring
April	**Intervention:** ● Continue intervention groups **Assessment:** ● Ongoing progress monitoring
May	**Assessment:** ● Final benchmark **Intervention:** ● Intervention ends

New Schools (RUA and RRWC)

August	**Assessment:** ● ISE benchmarks caseload
September	**Assessment:** ● BOY benchmarking ● SIPPS diagnostic ● Survey Level Assessments
October	**Assessment:** ● Ongoing progress monitoring **Intervention:** ● Create/launch SIPPS groups
November	**Intervention:** ● Continue intervention groups **Assessment:** ● Ongoing progress monitoring
December	**Intervention:** ● Continue intervention groups **Assessment:** ● Ongoing progress monitoring ● Mid-year AW benchmarking
January	**Data-based decision making:** ● Students exit and enter intervention based on assessment data ● Students who are not responding to intervention are referred for more intensive support **Assessment:** ● Benchmark and diagnostics for new students
February	**Intervention:** ● Launch/ continue intervention groups **Assessment:** ● Ongoing progress monitoring
March	**Data-based decision making:** ● Students exit intervention based on assessment data ● Students who are not responding to intervention are referred for more intensive support

	Intervention: ● Continue intervention groups **Assessment:** ● Spring benchmarking ● Ongoing progress monitoring
April	**Intervention:** ● Continue intervention groups **Assessment:** ● Ongoing progress monitoring
May	**Assessment:** ● Final benchmark **Intervention:** ● Intervention ends

RtI at Rocketship: Roles and Responsibilities

Interventionists and Tier 2/LL Lead:

	ILS	TK Teacher / AT	Tier 2/LL Lead	ISE Staff
Planning	Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier II/III students on a both a weekly and daily basis	Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier II/III students on a both a weekly and daily basis	Develop a system to hold interventionists accountable for scope and sequence and efficient pacing of lessons by developing a pacing tracker	Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier III /ISE students on a both a weekly and daily basis
Intervention	Deliver Tier II/III curriculum with fidelity to each Tier II group four times per week (except Thursday)	Deliver SIPPS and/or Sound Partners curriculum with fidelity to each Tier II/III group four times per week (except Thursday) Conduct progress monitoring data analysis regularly to determine which students need additional intervention or need to be referred to the SST process.	Support Tier II /III intervention fidelity by conducting four fidelity walk-throughs on a quarterly basis Connect with ILSes in 1:1 to give walkthrough feedback and review data analysis Facilitate professional development for ILSes covering a variety of topics, depending on time of year	Deliver Tier III curriculum with fidelity to each Tier III/ISE group
Screening	Administer AIMSWeb benchmark to bottom 35th percentile of students (on MAP) in a particular grade-level by end of first week of school Enter all AIMSWeb benchmark data in AIMSWeb and use data to determine which students are eligible for Tier II/III intervention Administer SIPPS diagnostic to place	Support administration of AIMSWeb benchmark to bottom 35th percentile of students in a particular grade-level by end of first week of school Support subsequent administrations of AIMSWeb benchmark in winter and spring to current Tier II/III students Create Tier II /III groups and create	Create Tier II roll-out plan so that all identified students are benchmarked by end of first week of school, given SIPPS diagnostic/SLA's and tutoring rolls out by 9/21 Check in with ILSes on a daily basis during benchmarking & diagnostic periods to ensure they have the support they need to finish by deadline	Administer AIMSWeb benchmark all caseload students (ISE and non-ISE Tier III) Enter all AIMSWeb benchmark data in AIMSWeb Create Tier III/ISE groups and create rigorous, but realistic progress monitoring goals for each student

	students in Tier II/III curriculum twice per year Create Tier II groups and create rigorous, but realistic progress monitoring goals for each student in Tier II/III	rigorous, but realistic progress monitoring goals for each student in Tier II/III Administer SIPPS diagnostic to place students in Tier II /III curriculum twice per year	Provide structured support around creation of groups, setting progress monitoring goals, and managing AIMSWeb caseload	
Progress Monitoring	Administer AIMSWeb progress monitoring probes on a weekly basis on Thursdays Analyze progress monitoring data on an ongoing basis to determine if students are on track towards goals	Administer AIMSWeb progress monitoring probes on a weekly basis	Provide ongoing progress monitoring monitoring and support to ILSs Facilitate Data Day professional development and GL collaboration	Administer AIMSWeb progress monitoring probes on a weekly basis on Thursdays Analyze progress monitoring data on an ongoing basis to determine if students are on track towards goals
Communi-cation	Communicate intervention status on report cards Share AIMSWeb data with grade-level teachers at CPT at a minimum of a monthly basis	Communicate intervention status on report cards Share AIMSWeb data with grade-level teachers at CPT at a minimum of a monthly basis	Manage ILSes to indicate intervention status on report cards Ensure that ILSes meet with teachers at CPT and share AIMSWeb data at a minimum of a monthly basis Track overall schoolwide RtI progress on a quarterly basis (coinciding with Data Days) and communicate to School Leadership team	Communicate intervention status on report cards Share AIMSWeb data with grade-level teachers at CPT at a minimum of a bi-monthly basis

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Principal and Schools Team

Although the Tier 2/LL Lead is ultimately responsible for the successful implementation of your site's RtI program, the Principal oversees the overall achievement of his/her site, so it is incumbent on the Principal and the Schools Team to be both aware of and check in on critical Tier II milestones. Thus, the timeline was designed to clearly illustrate critical Tier II milestones so that Principals and Schools Team know what to look for and how to follow up.

	Principal	**Schools Team**
Data Cycle 1 (8.17-10.15)	**8.17-8.21**: Check with RtI Lead to ensure they will be able to finish benchmarking all students by 8.21 and that the ILS team knows how to administer SIPPS diagnostic and SLA **9.17-9.18:** Check with RtI Lead to ensure they have all materials they need for Data Day (completed AIMSWeb benchmarks, completed SIPPS diagnostics, LL bell schedule) **9.18**: Check in on status of Tier II groups (groups are created, AIMSweb goals are set) **9.21-9.25**: Conduct a walk-through of LL with a member of the Schools Team to ensure that groups are happening and that SGI reflects the quality and rigor we want *(Should also conduct individual walk-through)*	**9.21-9.25:** Conduct a walk-through with Principals to answer following questions: ○ Are groups happening when they should be happening? ○ Does the SGI reflect the quality and rigor we want?
Data Cycle 2 (10.26-12.18)	**Every Thursday**: Spot check to be sure progress monitoring is happening in the Learning Lab. **12.14-12.18:** Check in with RtI Lead to ensure that AIMSWeb mid-year benchmarks will be complete by 12.18 and that ILSes are set up for success to complete Data Analysis on 1.4 and 1.5	
Data Cycle 3 (1.6.16-3.11.16)	**1.6.16**: Check in with RtI Lead to ensure that students who reached their goals have been exited from AIMSWeb, new students	**1.25.16-1.29.16:** Conduct a walk-through with Principals to answer following

	have been added to groups, and relevant students have been transferred to comprehension **1.25.16-1.29.16:** Conduct a walk-through of LL with a member of the Schools Team to ensure that groups are happening and that SGI reflects the quality and rigor we want ○ Should also conduct individual walk-through	questions: ○ Are groups happening when they should be happening? ○ Re-visit quality and rigor from previous visit
Data Cycle 4 (3.14.16-5.20.16)	**3.14.16**: Check in with RtI Lead to ensure that students who met their goals have been exited from Tier II (no new students added at this point) **5.7:** Check in with RtI Lead to make sure ILSes are set up for success to finish benchmarking by 5.20	

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RtI at Rocketship: ILS PD Scope and Sequence

The PD scope and sequence below reflects *suggested* PD topics that the RtI Lead and/or Lead ILS will want to revisit with your ILS team. The topics are closely tied to the RtI Calendar and Monthly Timeline so that all parties involved in Tier II have the clarity they need to follow through with next steps. Feel free to use the hyperlinked PPT presentations as a jumping off point and adapt them as you see fit for the particular RtI needs of your site.

Month	PD Topic
August	• Refresher: How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb • How to Administer SIPPS Diagnostic • How to Administer SLA Assessments
September	• Refresher: How to Set Progress Monitoring Goals (including SLA) • How to Use STEP Data to Add New Students to Intervention
October	• What an Excellent SIPPS Lesson Looks Like • How to Interpret AIMSweb Data • How to Plan RCC Lessons (if using RCC)
November	• How to Exit Students from Intervention • How to Determine if Students Exited from Phonics Should be Placed in Comprehension
December	• Refresher: How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb • How to Identify New Students for Tier II • How to Reset Progress Monitoring Goals (including SLA)
January	*N/A*
February	• Refresher: How to Reset Progress Monitoring Goals (including SLA)
March	• Refresher: How to Exit Students from Intervention • How to Determine if Students Exited from Phonics Should be Placed in Comprehension
April	*N/A*
May	• Refresher: How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb • Refresher: How to Exit Students from Intervention
June	*N/A*

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RtI at Rocketship: Beginning of Year RtI Checklist (for school leaders)

The RtI Checklist below (also see Learning Lab Vision of Excellence) is designed to provide the foundations for what you will need to brainstorm/plan/do/implement in order to launch a highly effective RtI program at your site.

Roles/Responsibilities

Suggested Due Date	Action Item	Owner
By End of SLL	Clarify and distinguish coaching and data management responsibilities of the RtI Lead and grade-level coach	Leadership Team
By End of SLL	Sit down with the rest of Leadership Team to share key points about RtI curriculum and AIMSWeb that School Leaders will need to know to support their particular grade-level	RtI Lead
By End of SLL	*If your site will have a Lead ILS role, clarify expectations for how RtI Lead/Lead ILS will divvy up responsibilities most effectively	Leadership Team
By End of SLL	Clarify backwards planning scope and sequence expectations for each data cycle for interventionists; create scope and sequence/pacing trackers for interventionists	RtI Lead
By End of SLL	Clarify weekly/daily lesson planning expectations/feedback cycle for interventionists	RtI Lead

Coaching Tools

Suggested Due Date	Action Item	Owner
By End of SLL	Create a PD scope and sequence for ILS Summer PD that involves suggested management, AIMSWeb, and curricular topics	RtI Lead
By End of 1st Month of School	Create a PD scope and sequences for year-long ILS PLC that involves suggested management, AIMSWeb, and curricular topics (*refer to Suggested PD Scope and Sequence)	
By End of	Create a backwards planning scope and sequence template	RtI Lead

School PD Week 1	for interventionists to use to plan scope and sequence of each group between data cycles	
By End of School PD Week 1	Create a lesson planning template for interventionists to use for both weekly/daily lesson planning	RtI Lead
By End of School PD Week 1	Create an observation tool that allows you to record observation notes/next steps for each interventionist	RtI Lead

Communication

Suggested Due Date	Action Item	Owner
By End of School PD Week 2	Review the RtI calendar for 15-16 and create calendar notifications as reminders for critical due dates	Leadership Team
By End of School PD Week 2	Sit down with the Interventionist Team to review RtI calendar and expectations for each critical due date, share coaching expectations, and share all templates created	RtI Lead
Before First Data Day	Communicate intervention status of each student selected to be in Tier II/III to ELA teacher and SL coach to get anecdotal feedback	RtI Lead
Before First Data Day	Communicate intervention status of each student selected for Tier II/III to family	RtI Lead

Curriculum/AIMSWeb

Suggested Due Date	Action Item	Owner
By End of School PD Week 2	Ensure that the ILS Team knows how to administer AIMSWeb benchmarks, how to enter data in AIMSWeb, and how to administer SIPPS diagnostic	RtI Lead
By the End of 1st Data Day	Ensure that every SL is familiar both with the critical components of each curriculum used for RtI (Seeing Stars, Sound Partners, SIPPS, Ready Common Core) and with the coaching resources available to support each curriculum	RtI Lead
By the End	Ensure that every SL is familiar with how to do the following	RtI Lead

of 1st Data Day	in AIMSWeb: log on, where to find AIMSWeb benchmark and administration guides, how to set progress monitoring goals, where to find individual student reports, where to find schoolwide reports, how to exit students from Tier II	
Before 1st Data Day	Ensure that the Intervention Team knows how to use SIPPS diagnostic information and LL bell schedule to create ability-based groupings	RtI Lead
By the End of 2nd Data Day	Guide the Intervention Team through a feedback-oriented rehearsal of a SIPPS lesson	RtI Lead

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Resources

- AIMSweb Resources:
  - Benchmarks
  - Benchmark Trackers (Google Sheet)
  - Progress Monitoring Data Tracking Template (Google sheet)
  - Student Facing PM Trackers:
    - Sample 1
    - Sample 2
  - National Norms/Percentile Bands
  - AIMSweb How Tos
    - How to Give Survey Level Assessments (and to whom): Fall
    - How to Give Survey Level Assessments (and to whom): Winter
    - How to Transfer Students to Another Provider's Caseload
    - How to Set Progress Monitoring Goals
    - Progress Monitoring Goals - Guidelines by Cycle
    - Goal-Setting Recommendations for Students that Fall Below the 10th Percentile on their Grade-Level Benchmark
    - How to Change Progress Monitoring Measurement, Goal, and/or End Date
    - RCBM Administration and Scoring Guide
    - Test of Early Literacy Administration and Scoring Guide
    - How to Access Whole-School and Individual Reports
  - AIMSweb Video Tutorials:
    - AIMSweb Overview
    - Helpful Tips for Reading CBMs
    - How to Print Probes
    - How to Enter Benchmark Scores from Paper Probes
    - How to Administer Benchmarks Digitally
    - How to Progress Monitor Digitally
    - How to Set Progress Monitoring Goals (On Grade Level)
    - How to Set Progress Monitoring Goals (Off Grade-Level or SLA)
    - How to Set Progress Monitoring Goals (Special Cases)
    - Reviewing student progress (to inform exit decisions @ end of cycle)
    - How to Exit Students from Intervention
    - Reviewing Individual Student Progress
    - How to Create Custom Groups
    - How to Add/Delete Students and Staff/Users

- Intervention Curricula Implementation Fidelity Checklists
  - Sound Partners
  - SIPPS

    - Ready Common Core
    - ELSB
    - Seeing Stars
    - Step up to Writing

- SIPPS Resources:
    - SIPPS Diagnostics - K-3 and 4-12
    - SIPPS Diagnostic Tracking Template
    - SIPPS Pacing Resources - Bay Area + MKE, NSH, and new schools

- Ready Common Core PowerPoint Resource

- RtI Glossary of Acronyms

- Sample Parent Notification Letters

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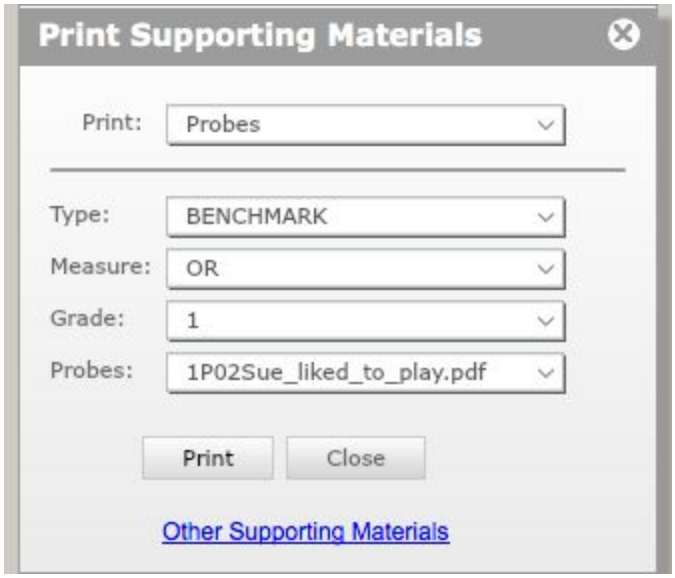
How to Give Survey Level Assessments (and to whom): Fall

1. Any students who score in or below the 10th percentile (in the orange percentile range) should be given a Survey Level Assessment (SLA) to determine the grade level at which they score within the 10th to 25th percentile.
    a. **For Kinder:** There is no SLA for Kinder. If a Kinder student scores in or below the 10th percentile, he/she is absolutely in need of intervention.
    b. **For Grade 1:** If a Grade 1 student scores in or below the 10th percentile for NW (Nonsense Word), give him/her the Kinder LS (Letter Sound) assessment. If the score is within the 10th to 25th percentile, the student should be progress monitored using LS at Kinder grade level.
    c. **For Grades 2-5:** If a student in Grades 2-5 scores in or below the 10th percentile for OR (Oral Reading), give him/her a probe at the next lower grade level until the score is within the 10th to 25th percentile. If the score is within the 10th to 25th percentile, the student should be progress monitored using OR at that grade level.



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How to Give Survey Level Assessments (and to whom): Winter

1. Any students who score in or below the 10th percentile should be given a Survey Level Assessment (SLA) to determine the grade level at which they score within the 10th to 25th percentile.
    a. **For Kinder:** If a Kinder student scores in or below the 10th percentile for LSF (Letter Sound), give him/her the LNF (Letter Name) assessment. If the score is within the 11th-24th percentile, the student should be progress monitored using LN.
    b. **For Grade 1:** If a Grade 1 student scores in or below the 10th percentile for OR (Oral Reading,) give him/her the NW (Nonsense Word) assessment. If he/she scores between the 11th-24th percentile, he/she will be progress monitored using NW.

       If he/she scores below the 10th percentile in the NW (Nonsense Word) assessment, give him/her the Kinder LS (Letter Sound) assessment. If the score is within the 10th to 25th percentile, the student should be progress monitored using LS at Kinder grade level.
    c. **For Grades 2-5:** If a student in Grades 2-5 scores in or below the 10th percentile for OR (Oral Reading), give him/her a probe at the next lower grade level until the score is within the 11th to 24th percentile. If the score is within the 11th to 24th percentile, the student should be progress monitored using OR at that grade level.

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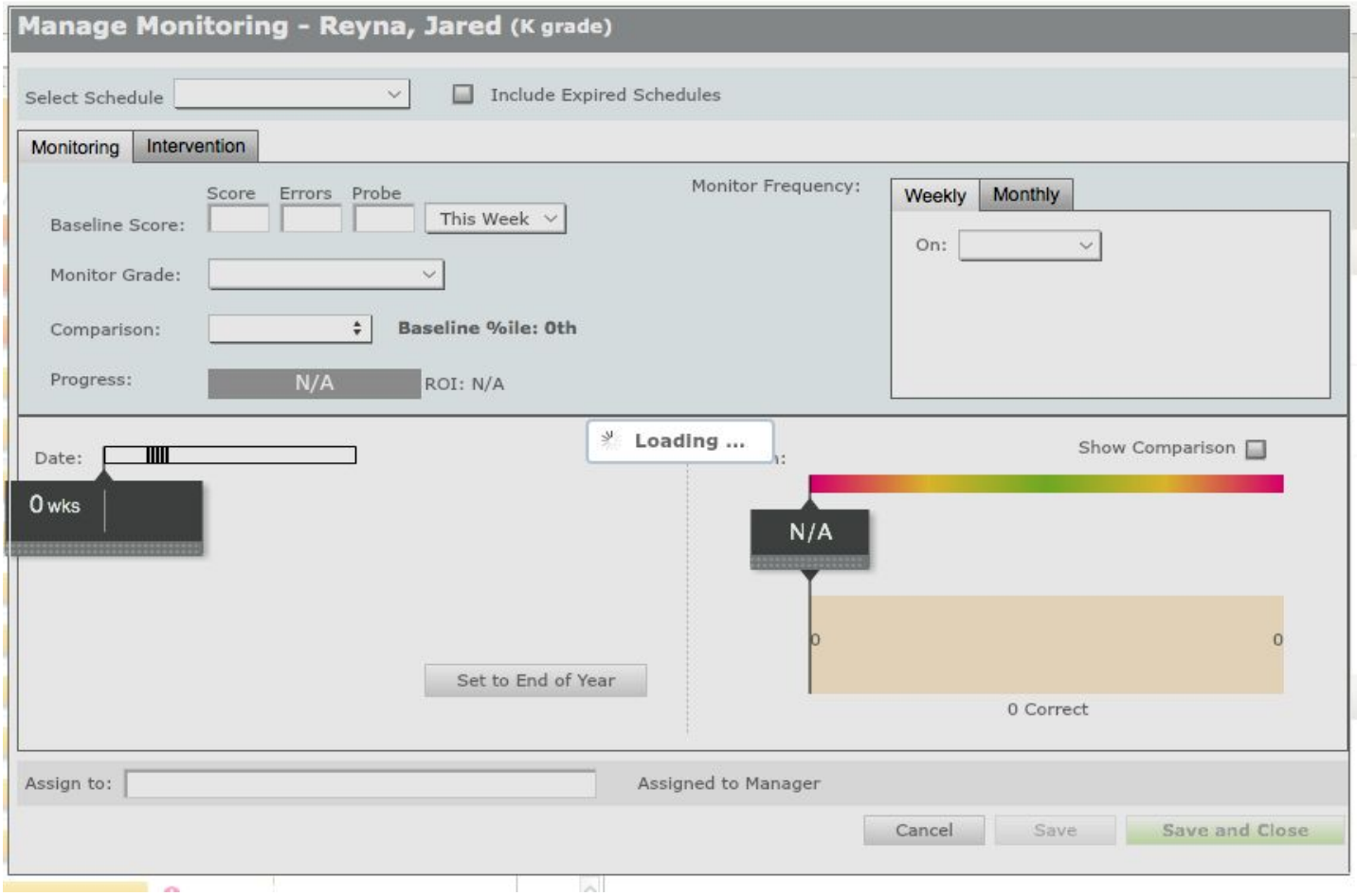
How to Transfer Students to Another Provider's Caseload

1. In the "Benchmark" home screen, click on the student whom you would like to transfer to another provider's caseload.
2. Click on the "Manage Monitoring" button in the lower left-hand corner.
3. You can assign a student to a new provider by entering the name in the "Assign to" area.



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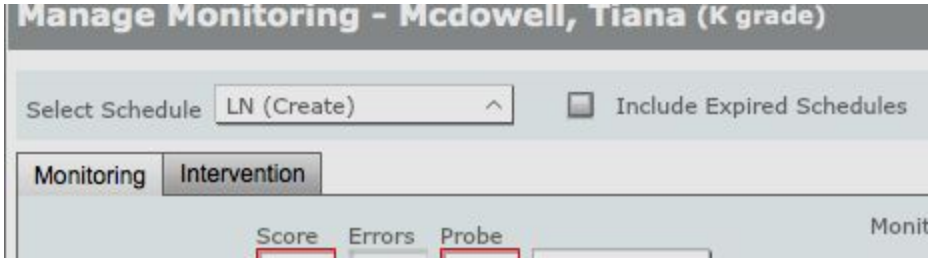
How to Set Progress Monitoring Goals

1. Any student who falls **below the 25th percentile** in his/her grade-level on AIMSWeb **will be entering Tier II/III** and AIMSWeb.
2. Any student who falls **between the 11th and 24th percentile** in his/her own grade level will be **progress monitored ON GRADE-LEVEL**.
3. Any student who falls in the **10th percentile or below** needs to be given a Survey Level Assessment 19(SLA) until their benchmark score falls within the 11th to 24th percentile. These students will be progress monitored **BELOW GRADE LEVEL.**

Setting Progress Monitoring Goals – Determining the Goal and Entering in AIMSWeb

1. Once you identify students who will be in Tier II/III and need to have progress monitoring goals, select the student's name and click "**Manage Monitoring.**"

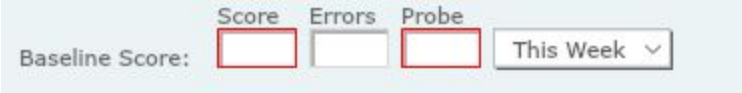
2. **Select Schedule:** First you will need to select the progress monitoring measurement assessment tool. Click on "Select Schedule."



   a. **Kinder (Winter): Click "Early Literacy" and then "LS" (Letter Sounds).**
   b. Kinder (Spring): Click "Early Literacy" and then "LN" (Letter Names) or "LS" (Letter Sounds).

c. Grade 1 (Fall): Click “Early Literacy” and then “NW” (Nonsense Word).
d. Grade 1 (Winter): Click “Reading CBM” and then “OR.”
e. Grades 2-5: Click “Reading CBM” and then “OR.”

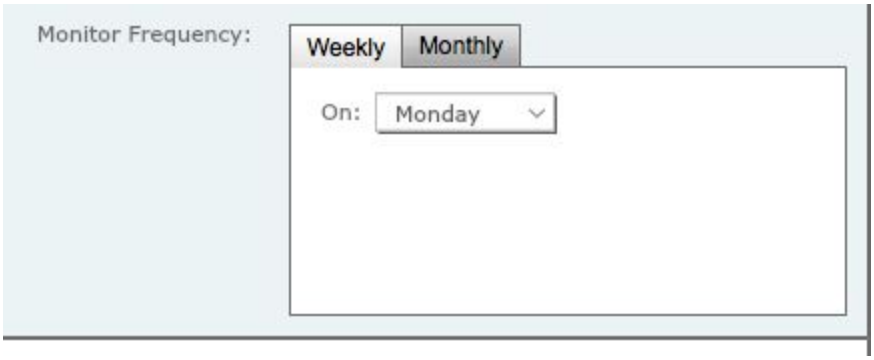
3. **Baseline Score:** Enter Baseline Score (*baseline score should already be in AIMSWeb since students below 35th percentile were given AIMSWeb benchmark). If for some reason the baseline score is not entered, enter “Score” (total # correct), “Errors” (total # of errors), “Probe” (# of probe), and whether data was gathered “This Week” or “Last Week”.



4. **Monitor Grade:** Refer to “Determining the Progress Monitoring Grade Level” above.

5. **Comparison:** To set “Comparison”, select “National.” (*This means our students are compared to national norms.)

6. **Monitor Frequency:** Although AIMSWeb only offers “Weekly” or “Monthly” as your progress monitoring options, we progress monitor our Tier II students on a bi-weekly basis and our Tier III students on a weekly basis. Thus, click “Weekly” and select “Thursdays”, but pay attention to the RtI Calendar for the exact dates progress monitor.

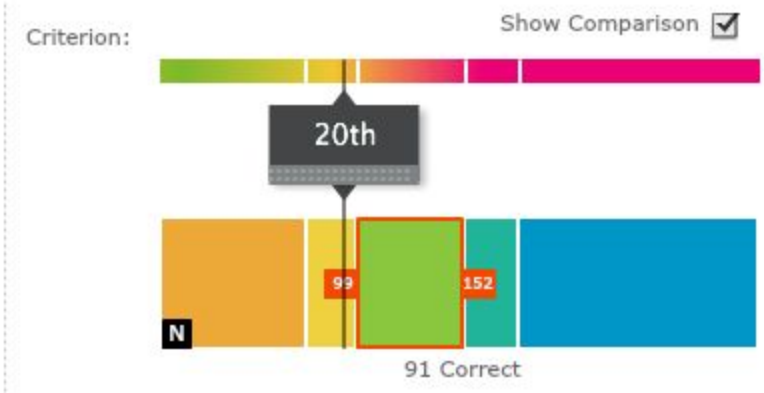


7. **Date:** The end date for goal-setting depends on the Beginning-of-Year percentile the

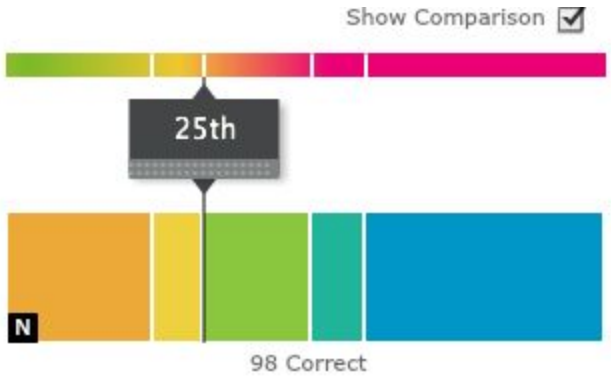
student falls in, according to the AIMSWeb benchmark. Refer below for specific instructions on what dates to set.

8. **Criterion:** This is where you set the goal percentile for the student to achieve. Read below for the specific goal percentile to set, depending on the student's BOY AIMSWeb percentile. As a rule, you will either be setting the goal percentile to the **20th** or the **25th.** ***Make sure to check the box "**Show Comparison**" in order to see the percentiles as you slide the slider tool. (See guidelines in "Progress Monitoring Goals - Guidelines by Cycle")
9. **Assign To:** This is where you enter the specific interventionist (ILS or ISE) that will manage this student's caseload.

20th percentile goal:



25th percentile goal:



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Progress Monitoring Goals - Guidelines by Cycle

Cycle 1: Grades 2-5

BOY AIMSWeb Percentile	Assessment and Goal Percentile	End Date
<25th - 20th percentile	OR 25th percentile	December 18, 2015
<20th - 15th percentile	OR 25th percentile	March 11, 2016
<15th - 10th percentile	OR 20th percentile	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

Cycle 1: Grade 1

BOY AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	NWF - 25th percentile	December 18, 2015
<20th - 15th percentile	NWF - 25th percentile	December 18, 2015
<15th - 10th percentile	NWF - 20th percentile	March 11, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

Cycle 2: Grades 2-5

Winter AIMSWeb Percentile	Assessment and Goal Percentile	End Date
<25th - 20th percentile	OR 25th percentile	March 11, 2016
<20th - 15th percentile	OR 25th percentile	March 11, 2016
<15th - 10th percentile	OR 20th percentile	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile	May 13, 2016

	and then use above norms for that grade-level	

Cycle 2: Grade 1: Students who did not meet NWF goal in Fall

Winter AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	NWF - 25th percentile	March 11, 2016
<20th - 15th percentile	NWF - 25th percentile	March 11, 2016
<15th - 10th percentile	NWF - 25th percentile	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

Cycle 2: Grade 1

Winter AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	OR - 25th percentile (Winter + Spring)	March 11, 2016
<20th - 15th percentile	OR - 25th percentile (Winter + Spring)	March 11, 2016
<15th - 10th percentile	OR - 20th percentile (Winter + Spring)	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

Cycle 2: Grade K

Winter AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	LS - 25th percentile (Winter + Spring)	March 11, 2016

<20th - 15th percentile	LS - 25th percentile (Winter + Spring)	March 11, 2016
<15th - 10th percentile	LS - 20th percentile (Winter + Spring)	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

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Goal-Setting Recommendations for Students that Fall Below the 10th Percentile on their Grade-Level Benchmark

Below are the goal-setting recommendation for students who fall **below the 10th percentile on their grade-level benchmark but too high (above 25th percentile**) on their SLA. The rationale for this is to be sure that students are being asked to grow at reasonable rates. Below are the recommendations:

Grades 2-5: For students who fall below the 10th percentile in their grade-level benchmark but above the 25th percentile in the next grade-level below, their goal will be set **5 percentile points higher than their winter benchmark percentile** (e.g. 9th percentile if you achieved 4th percentile) **on their current grade-level OR measure.**

Grade 1: For students who fall below the 10th percentile in the 1st grade OR benchmark but above the 25th percentile on the NWF benchmark, their goal will be set **to the 15th percentile** on the **1st grade OR measure**.

Grade 1: For students who fall below the 10th percentile in the 1st grade NWF benchmark but above the 25th percentile on the LSF benchmark, their goal will be set **to the 15th percentile** on the **1st grade NWF measure.**

Grade K: For students who fall below the 10th percentile the LSF benchmark but above the 25th percentile in the LNF benchmark, their goal will be set **to the 15th percentile** on the **LSF benchmark.**

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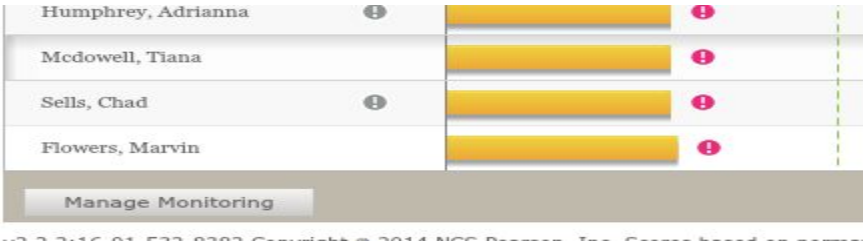
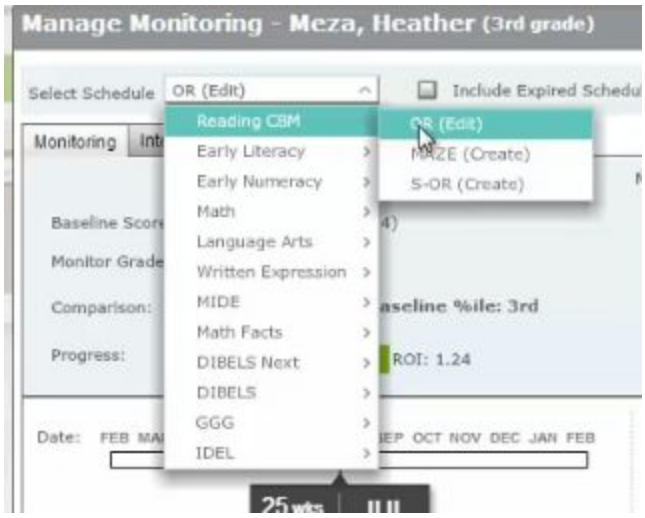
How to Change Progress Monitoring Measurement, Goal, and/or End Date

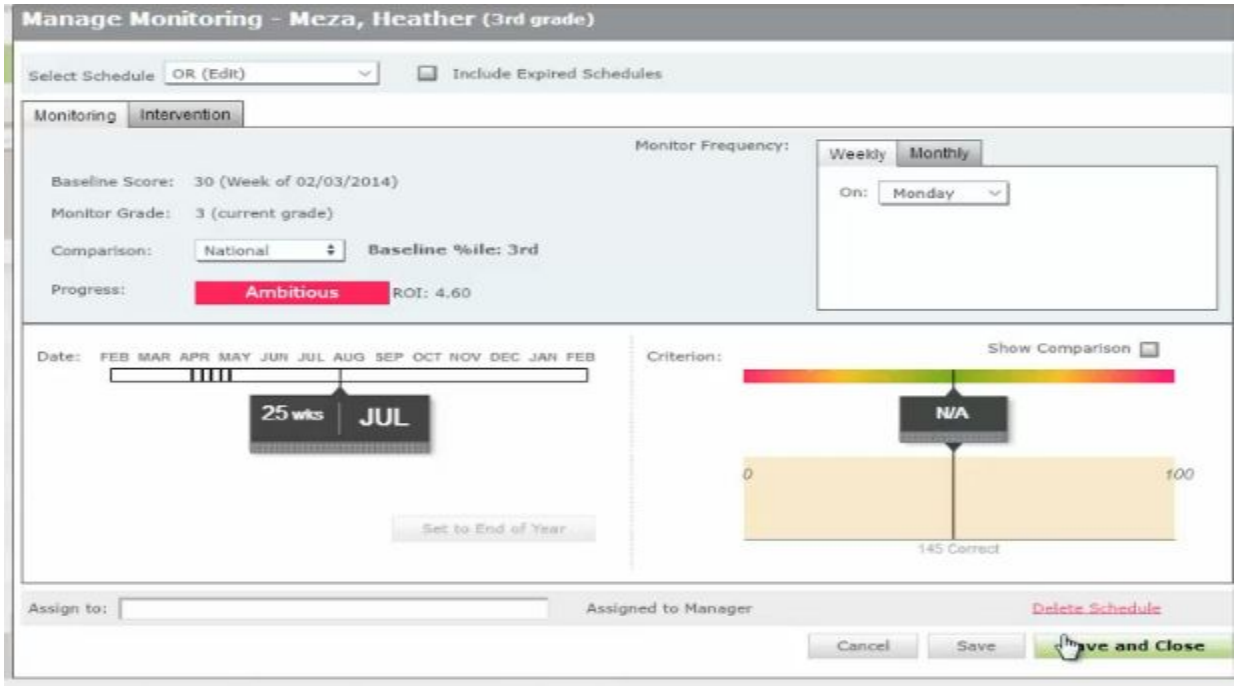
1. You can change the progress monitoring goal at any time by going to the "Benchmark" tab, selecting the student name, and clicking on "Manager Monitoring."



2. You can then change the measurement (Select Schedule), "Monitor Frequency", "Date", and goal "Criterion."



3. Click "Save and Close" to finalize the change to the progress monitoring goal.



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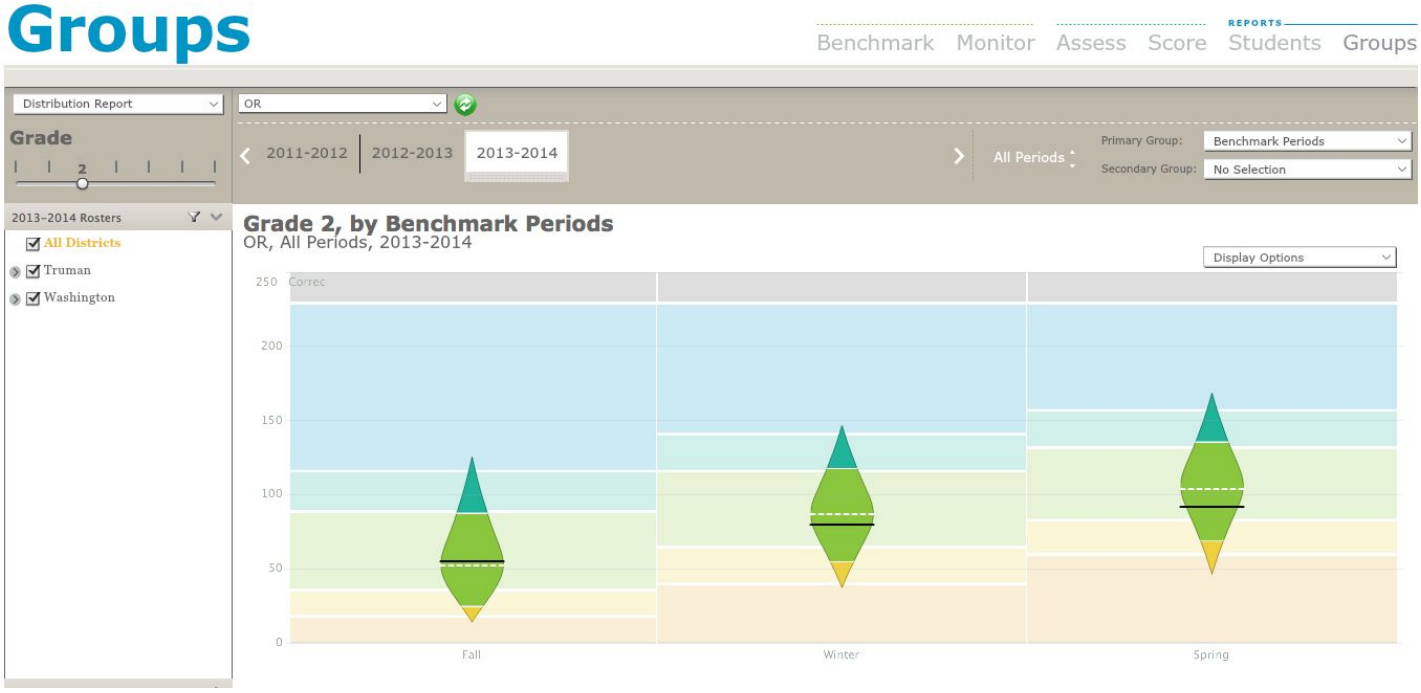
How to Access Whole-School and Individual Reports

Accessing Whole-School Reports

1. Go to the main “Reports” section and select “Groups”.
2. **Report:** Choose “Distribution Report.”
3. **Measurement:** Choose the assessment measurement: LN, LS, NW, or OR.
4. **Grade:** Select either the *exact* grade-level you’re interested in or the *range* of grade-levels.
5. **Primary Group:** Select “Benchmark periods” (or any other group you’re interested in.)
6. **Secondary Group:** It’s not necessary to choose a secondary group, but it is possible to analyze additional subgroups.



Accessing Individual Student Reports

1. Go to the main “Reports” section and select “Students.”
2. **Grade:** Select the exact grade level for the student you’re interested in.
3. **Student Name**: Select the individual student name.
4. Click “View Report” under the student name.

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ROCKETSHIP

Program Fidelity Checklists

Sound Partners

Sound Partners Implementation Fidelity Observation Checklist

Observer Name: **Interventionist Name:** **Date:** **Lesson #:**	**_____ # of 3s** **/ _____ total possible** **= _____ % fidelity**	**Fidelity (80%+)** **YES** **NO**

Scoring Guide: 1 – Not evident 2 – Partially evident 3 – Fully evident

Part 1: Say the Sounds

Teacher models sound in box correctly.	☐ 1	☐ 2	☐ 3
Teacher reminds student to say sounds from left to right.	☐ 1	☐ 2	☐ 3
Follows lesson sequence.	☐ 1	☐ 2	☐ 3

Part 2: Segmenting

Teacher says word and tells student to listen (not read).	☐ 1	☐ 2	☐ 3
Teacher and student point to each box when segmenting.	☐ 1	☐ 2	☐ 3
Teacher follows script and lesson sequence.	☐ 1	☐ 2	☐ 3

Part 3: Word Reading

Teacher models sounding out without stopping between sounds.		☐ 1	☐ 2 ☐ 3
Teacher selects appropriate spelling words for the student.	☐ 1	☐ 2	☐ 3
Follows script and lesson sequence.	☐ 1	☐ 2	☐ 3

Part 4: Sight Words

Teacher models new word (says, spells, says).		☐ 1	☐ 2 ☐ 3
Teacher follows script and lesson sequence.	☐ 1	☐ 2	☐ 3

Part 5: Sentence Reading

Teacher requires student to finger point.	☐ 1	☐ 2	☐ 3
Uses appropriate error correction (isolates, gives word, rereads).	☐ 1	☐ 2	☐ 3
Follows script and lesson sequence.	☐ 1	☐ 2	☐ 3

Part 6: Magic –e- (begin lesson 46)

Teacher demonstrates each step of using the rules.		☐ 1	☐ 2

☐ 3

Follows lesson script and sequence.	☐ 1	☐ 2	☐ 3

Part 7: Word Endings

Teacher models by pointing and saying the word ending with a word.	☐ 1	☐ 2	☐ 3
Follows lesson script and sequence.	☐ 1	☐ 2	☐ 3

Part 8: Pair Practice

Teacher says letter pairs (the sounds) for student to spell.	☐ 1	☐ 2	☐ 3
Follows lesson script and sequence.	☐ 1	☐ 2	☐ 3

Part 9: Reading Long Words

Teacher has student break the word into parts, then read the whole word.		☐ 1	☐ 2 ☐ 3
Correct by isolating each part for students and student read each part and whole word.	☐ 1	☐ 2	☐ 3
Teacher follows lesson script and sequence.	☐ 1	☐ 2	☐ 3

Part 10: Book Reading

Teacher demonstrates reading methods (ind., partner, echo).		☐ 1	☐ 2 ☐ 3
Teacher models finger pointing and rereading.		☐ 1	☐ 2 ☐ 3
Teacher shows error correcting procedures.	☐ 1	☐ 2	☐ 3
Teacher identifies correct reading steps.	☐ 1	☐ 2	☐ 3

*new book once, last book once, and previously read book

General:

Teacher models lesson components correctly.	☐ 1	☐ 2	☐ 3
Teacher demonstrates correct error handling.	☐ 1	☐ 2	☐ 3
Teacher provides positive praise.	☐ 1	☐ 2	☐ 3
Teacher demonstrates levels of scaffolding.	☐ 1	☐ 2	☐ 3

Notes:

Click here to enter text.

SIPPS Fidelity Checklists

SIPPS Fidelity Checklist: Beginning

SIPPS Fidelity Checklist: Extension

SIPPS Fidelity Checklist: Plus

SIPPS Fidelity Checklist: Challenge

ROCKETSHIP

Ready Common Core

Ready Common Core (RCC) Fidelity Checklist

Observer's Name: _____, Interventionist's Name: _____

· **Date: _____** · **Grade Level: _____** · **Lesson #: _____** · **Lesson Objective: _____**	**_____ # of checks** **/ _____ total possible** **= _____ % fidelity**	**Fidelity (80%+)** **YES** **NO**

Overall

- ☐ The 5 instructional routines are delivered in **the course of the week,** approximately 30 minutes per component.
- ☐ The 5 instructional routines are delivered in the **correct order**; interventionist does not jump around
- ☐ On average throughout the lesson, **teacher: student talk ratio** is at approximately **40:60**.
- ☐ Students **respond in complete sentences** when prompted, both orally and in written form.
- ☐ The instruction is **evenly paced** for student needs, neither rushed, nor too slow
- ☐ The teacher models and enforces **close reading techniques** throughout to develop habits of an effective reader.
- ☐ The teacher **introduces Tier II vocabulary** by activating prior knowledge and discussing the word in context.
- ☐ The teacher frequently **checks for understanding** and engages students in discussion to help clarify misunderstandings.
- ☐ The teacher uses **effective questioning strategies** and **habits of discussion** to enable metacognition throughout the lesson.


ROCKETSHIP

ROCKETSHIP

1. **Part 1: Introduction**

- ☐ The teacher uses a **thoughtful, student-friendly hook** to engage students in the lesson.
- ☐ The teacher **introduces the lesson objective** and emphasizes why it matters.

2. **Part 2: Modeled Instruction**

- ☐ The teacher **models thoughtful, purposeful "think-alouds"** in order to demonstrate the thinking habits of effective readers.
- ☐ The teacher invites students to **activate prior knowledge** in order to make sense of what they are reading.

3. **Part 3: Guided Instruction**

- ☐ The teacher **models effective close reading techniques** and ensures that students are using them when reading independently
- ☐ The teacher reminds students to **refer back to the text** when selecting answer choices.
- ☐ The teacher leads a discussion around student answer choices by asking them to **justify their answers**.

4. **Part 4: Guided Practice**

- ☐ The teacher has the students **read the text independently** the first time.
- ☐ The teacher **leads the students in a discussion of the text** by using thoughtful, purposeful comprehension questions, designed to gauge their overall understanding of what they read.
- ☐ The teacher has the students **answer the comprehension questions independently** initially.
- ☐ The teacher leads a discussion around student answer choices by asking them to **justify their answers**.

5. **Part 5: Common Core Practice**

- ☐ The **teacher reminds** students to utilize the close reading and other comprehension strategies they have learned when reading the text.
- ☐ The teacher has the students read the text and answer the questions **independently**.
- ☐ The teacher leads a discussion around student answer choices by asking them to **justify their answers**.

***Assessment:** (*does not need to be included in fidelity check total)

- ☐ The teacher **records each student's weekly assessment mastery** (from "Part 5: Common Core Practice") and analyzes misunderstandings to determine what to return to the following week.
- ☐ The teacher **gives the Unit Interim Assessments** (every 5 lessons or so), records each student's mastery, and analyzes misunderstandings to determine what to return to in the upcoming unit.

ELSB

ELSB Implementation Fidelity Observation Checklist

Observer Name: **Teacher Name:** **Date:** **Lesson #:**	**_____ # of 3s** **/ _____ total possible** **= _____ % fidelity**	**Fidelity (80%+)** **YES** **NO**

UK – Unknown 1 – Not evident 2 – Partially evident 3 – Fully evident

Components	Rating	Notes
1. Quality of Instruction		
Classroom Environment		
ELSB materials are readily available.		
ELSB materials are available to the teacher.		
Student work is posted or in student notebook.		
Room is arranged to facilitate instruction.		
Organization		
Program materials are used		
Evidence of lesson preparation prior to instruction is apparent.		
Use of Curriculum		
Use of Teacher's Guide is evident.		
Accurate and clear explanation of ELSB strategy and its application to reading/other content provided.		

Immediate feedback, reinforcement, or re-teaching is provided to reinforce student understanding of lesson objectives.		
Skills are modeled correctly.		
Student Engagement		
Students are actively engaged and on-task using curriculum materials		
Teacher models instruction and allows for student practice (I do, we do, you do).		
A variety of interactions amongst peers is evident.		
2. Amount of Instruction		
Instruction delivered regularly based on implementation plan		
3. Classroom Management		
All students are actively engaged in instructional activities.		
Interruptions are minimal.		
4. Use of Assessments		
A qualitative and quantitative process is used to appropriately assess student progress.		
Student progress is monitored.		
Data is analyzed to inform instruction.		
5. Differentiation		
Instruction is differentiated to meet needs.		

Re-teaching, reinforcement, and extension activities are implemented as needed based on student need.		
Effective use of manipulatives and multi-sensory techniques.		
Resources for re-teaching are used to intensify instruction.		

ROCKETSHIP

Seeing Stars

Seeing Stars Implementation Fidelity Observation Checklist

Observer Name: **Teacher Name:** **Date:** **Lesson #:**	**_____ # of 3s** **/ _____ total possible** **= _____ % fidelity**	**Fidelity (80%+)** **YES** **NO**

Scoring Guide: 1 – Not evident 2 – Partially evident 3 – Fully evident

Part 1: The Climate

The teacher explains to the students the *what* and the *why.*	☐ 1	☐ 2	☐ 3

Part 2: Imaging Letters

Imaging with a letter card:

The teacher shows the letter card for approximately two seconds.	☐ 1	☐ 2	☐ 3
After the card is removed, students write the letter in the air and say letter name and sound.	☐ 1	☐ 2	☐ 3

Imaging without a letter card:

The teacher says a sound or letter name.	☐ 1	☐ 2	☐ 3
The students write the letter in the air and say letter name and sound.	☐ 1	☐ 2	☐ 3

Part 3: Imaging Symbol Cards

The teacher shows the symbol card for one second per letter.	☐ 1	☐ 2	☐ 3
After the card is removed, students say and write the letters in the air.	☐ 1	☐ 2	☐ 3
Students read the nonword syllable from memory.	☐ 1	☐ 2	☐ 3
The teacher asks the student to recall a specific letter by its place in the syllable.	☐ 1	☐ 2	☐ 3
The teacher asks the student to change, add, or delete one letter in the syllable.		☐ 1	☐ 2 ☐ 3
The teacher asks that student to say the letters backwards.	☐ 1	☐ 2	☐ 3

Part 4: Imaging & Sequencing Syllables: Syllable Board

The teacher says a nonword syllable.	☐ 1	☐ 2	☐ 3
The student repeats the nonword syllable.	☐ 1	☐ 2	☐ 3
The student says and writes the imaginary letters.*	☐ 1	☐ 2	☐ 3
*Whiteboard or syllable board			
The student reads the nonword syllable.	☐ 1	☐ 2	☐ 3
The teacher asks the student to recall a specific letter by its place in the syllable.	☐ 1	☐ 2	☐ 3
The teacher asks the student to change, add, or delete one		☐ 1	☐ 2

☐ 3
letter in the syllable.
The teacher asks that student to say the letters backwards. ☐ 1 ☐ 2 ☐ 3
The student says the new nonword syllable. ☐ 1 ☐ 2
☐ 3
The student says and writes the imaginary letters.* ☐ 1 ☐ 2 ☐ 3
*Whiteboard or syllable board

Part 5: Imaging & Sequencing Syllables: Syllable Board *with* a Chain

The teacher says syllables in a chain. ☐ 1 ☐ 2 ☐ 3
The teacher says the letters in the syllable. ☐ 1 ☐ 2 ☐ 3
The student says and air-writes the syllables. ☐ 1 ☐ 2
☐ 3
The student reads the syllable from memory. ☐ 1 ☐ 2 ☐ 3
The teacher asks the student to recall a specific letter by its place in the syllable. ☐ 1 ☐ 2 ☐ 3
The teacher asks the student to say the letters backwards. ☐ 1 ☐ 2 ☐ 3
The teacher asks the student to change, add, or delete one ☐ 1 ☐ 2
☐ 3
letter in the syllable.
The teacher manipulates the letters and the student reads the new word. ☐ 1 ☐ 2 ☐ 3
The student sometimes only imagines the letters (w/o air-writing) ☐ 1 ☐ 2 ☐ 3
The teacher uses both “whole to parts” and “parts to whole” imaging. ☐ 1 ☐ 2 ☐ 3
The teacher uses the phrase “see it and say it” when having students decode from imagery. ☐ 1 ☐ 2 ☐ 3

Part 6: Imaging & Sequencing Syllables: Syllable Board *without* a Chain
The teacher says syllables or letters without a chain. ☐ 1 ☐ 2 ☐ 3
The student says and air-writes the syllables. ☐ 1 ☐ 2
☐ 3
The teacher miscalls the imaged word and the student notes the error. ☐ 1 ☐ 2 ☐ 3
The teacher uses common spelling irregularities. ☐ 1 ☐ 2 ☐ 3
The teacher uses both “whole to parts” and “parts to whole” imaging. ☐ 1 ☐ 2 ☐ 3

Part 7: Imaging Sight Words
The teacher works on sight words with *individual* students (this is not a group activity) ☐ 1 ☐ 2 ☐ 3
The teacher has identified a list of apx. 10 sight words for each student (from their individual, sight word deck) ☐ 1 ☐ 2 ☐ 3
The student’s sight words are written on index cards in black ink or marker (no colors). ☐ 1 ☐ 2 ☐ 3
The teacher appropriatly categorizes words in slow, medium, fast piles. ☐ 1 ☐ 2 ☐ 3

The teacher uses a variety of symbol imagery exercises.	☐ 1	☐ 2	☐ 3
The teacher facilitates a variety of sight word challenges.	☐ 1	☐ 2	☐ 3

Part 8: Imaging Spelling

The teacher has identified a list of apx. 10 sight words for each student.	☐ 1	☐ 2	☐ 3
The student's sight words are written on the VSC in lowercase letters.	☐ 1	☐ 2	☐ 3
The student analyzes the word for phonetic irregularity (i.e. which part doesn't "play fair")	☐ 1	☐ 2	☐ 3
The student marks the phonetic irregularity.	☐ 1	☐ 2	☐ 3
The student images, air-writes, and says the letters.		☐ 1	☐ 2 ☐ 3
The student writes the word on paper.	☐ 1	☐ 2	☐ 3
The student compares response to stimulus.	☐ 1	☐ 2	☐ 3

General:

Saying and air-writing are simultaneous.	☐ 1	☐ 2	☐ 3
Air-writing is lower-case.	☐ 1	☐ 2	☐ 3
Air-writing is properly sized and "legible."	☐ 1	☐ 2	☐ 3
The teacher used structured questioning to handle errors.	☐ 1	☐ 2	☐ 3
The teacher uses a variety of symbol imagery exercises throughout the lesson.		☐ 1	☐ 2 ☐ 3
The lesson is appropriately paced.	☐ 1	☐ 2	☐ 3
The complexity of the letters/sounds/symbols is appropriately matched to student ability.	☐ 1	☐ 2	☐ 3
The teacher checks-for-understanding with all students throughout the lesson.		☐ 1	☐ 2 ☐ 3
Students are invested in the lesson.	☐ 1	☐ 2	☐ 3
The teacher references imaging or visualizing throughout the lesson.	☐ 1	☐ 2	☐ 3

Step Up To Writing

Step Up to Writing Implementation Fidelity Observation Checklist

Observer Name: **Teacher Name:** **Date:** **Lesson #:**	**_____ # of 3s** **/ _____ total possible** **= _____ % fidelity**	**Fidelity (80%+)** **YES** **NO**

UK – Unknown 1 – Not evident 2 – Partially evident 3 – Fully evident

Components	Rating	Notes
1. Quality of Instruction		
Classroom Environment		
SUTW materials are readily available.		
SUTW materials are available to the teacher.		
Student work is posted or in notebook.		
Room is arranged to facilitate effective instruction.		
Organization		
Program materials are used (Teacher's Guide, posters, Handy Pages).		
Evidence of lesson preparation prior to instruction is apparent.		
Use of Curriculum		
Use of Teacher's Guide is evident.		

Accurate and clear explanation of SUTW strategy and its application to reading/other content provided.		
Immediate feedback, reinforcement, or re-teaching is provided to reinforce student understanding of lesson objectives.		
Skills are modeled correctly.		
Student Engagement		
Students are actively engaged and on-task using curriculum materials		
Teacher models instruction and allows for student practice (I do, we do, you do).		
A variety of interactions amongst peers is evident.		
2. Amount of Instruction		
Instruction delivered regularly based on implementation plan		
3. Classroom Management		
All students are actively engaged in instructional activities.		
Interruptions are minimal.		
4. Use of Assessments		
A qualitative and quantitative process is used to appropriately assess student progress.		
Student progress is monitored.		

Data is analyzed to inform instruction.		
5. Differentiation		
Instruction is differentiated to meet the needs of students.		
Re-teaching, reinforcement, and extension activities are implemented as needed based on student need.		
Effective use of manipulatives and multi-sensory techniques.		
Resources for re-teaching are used to intensify instruction for students who do not demonstrate mastery.		

Debriefing Summary

Glows	Grows

Teacher's Next Steps	Coach's Next Steps

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Sample Parent Notification Letters

Initial Notification Letter English 1

Student Name: Andrea Lemus
Class: 4B Trees
April 9, 2013

Rtl Tier 2 Tutoring, Cycle 4

Who: Your child, Andrea Lemus, will receive additional small group tutoring in reading with Ms.Momoki during computer time. The Morning Computer Program (see below) is an extension of the tutoring program.
When: From **Thursday, April 11th – June 6th,** tutoring will occur on three to four days a week for 30 – 40 minutes **during the school day.**
What: Your child has been placed in a group with other students who have similar reading levels and reading needs. Our tutors are trained in the SIPPS curriculum.
Why: Students in tutoring are significantly below grade level in reading. We will provide the additional support needed to help your child to grow 1.5 years or more.
More Information: If you would like to know more about your child's reading level, please reach out to her/his Humanities Teacher, Ms./Mr. Orozco. If you have questions about tutoring, please reach out to your child's Reading Tutor, Ms. Momoki.

Morning Computer Program

What: Your child has the **option** to make up for lost Learning Lab time during the Morning Program with Ms. Musquez. It is not mandatory.
When: Mondays, Tuesdays, Thursdays, and Fridays from 7:15 – 7:45.
Why: Because tutoring happens during the school day, students lose time on their online learning programs. We open up the lab in the morning so that your child can make up the practice that s/he missed.
More Information: If you would like to know more about the morning program, please reach out to Ms. Musquez or Ms. Fab.

Initial Notification Letter Spanish 1

Nombre del Estudiante: Andrea Lemus
Clase: 4B Trees
9 de abril 2013


ROCKETSHIP

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Tutoría RtI Ciclo 4°

Quien: Su hijo(a), Andrea Lemus, comenzará a recibir tutoría adicional en grupos pequeños en lectura con Ms.Momoki durante el tiempo de computadora. El Programa de Computación por las Mañanas (ver abajo) es una extensión al programa de tutoría.
Cuando: **Comenzando el jueves, 11 de abril al 6 de junio.** La tutoría será tres o cuatro días por semana por 30 - 40 minutos **durante el día de clases.**
Que: Su hijo(a) a sido colocado en grupos pequeños junto con otros estudiantes los cuales su nivel de lectura y necesidades son similares. Nuestros instructores han sido entrenados en SIPPS.
Porque: Los estudiantes en los grupos de tutoría están significativamente bajos en lectura en su grado. Nosotros les proveeremos el apoyo adicional necesario para que ellos aumenten 1.5 años o más.
Mas Información: Si a usted le gustaría conocer más acerca del nivel de lectura de su hijo(a), por favor comuníquese con su maestro(o) de Humanidades (Ms./Mr. Orozco). Si tiene alguna pregunta acerca de la tutoría, por favor con el tutor de lectura de su hijo(a) Ms. Momoki.

.

Programa de Computación por la Mañana

Que: Su hijo(a) tiene la **opción** recuperar el tiempo de computadora perdido durante el programa de computación por la mañana con Ms. Musquez. No es mandatorio.
Cuando: los lunes, martes, jueves y viernes de 7:15 – 7:45.
Porque: Como la tutorial sucede en el Centro de Aprendizaje, los estudiantes pierden tiempo en sus programas en línea. Abrimos el laboratorio en la mañana para que su hijo(a) recupere la practica que el/ella perdió.
Más Información: Si usted necesita mas información acerca del programa de la mañana, por favor comuníquese con Ms. Musquez o Ms. Fab.

ROCKETSHIP

Notification Letter 2

September 12, 2012
1A Ducks
Your child's ILS: Silva

Rocketship Los Sueños Academy
2012-2013

Parent or Guardian,

Your student John Ruiz has been selected for Rocketship Los Sueños's academic intervention program and before school supplemental instruction time. Students who qualify for the program are significantly below grade level in reading. They need extra time and attention now in order to meet their big goals by the end of the year.

There are four cycles for the intervention program each year: during this cycle, your student has a spot in the program from September 17th until November 12th. At that time, teachers will reassess students to see who qualifies for the next cycle. If you have questions about your student's reading or math level you can speak with his/her teachers or with me and we'd be happy to tell you more about where your student is academically.

Qualifying for this program means that your student now receives 30-40 minutes of small group tutoring during Learning Lab each day: students will be working with others who are at their level to practice skills that will help them all make progress.

The before school program is free and mandatory and runs Monday, Tuesday, Thursday, and Friday from 7:00-7:45am (there is no program on Wednesdays). During that time, students will be using computer programs that focus on skills they missed on their most recent assessments. This program is not designed to help with homework – there is no time in the regular intervention schedule that is allotted for homework.

Starting Monday, your child can be in the computer center every day from 7:00a-7:45a.

If you have another child at this school, you can drop them off at this time as well and they can sit in the breakfast area before school begins.

Thank you – we look forward to seeing how far our Rocketeers can go!

Name

ROCKETSHIP

Assistant Principal
email
School phone number

12 setiembre 2012
1A Ducks
Tutor de su hijo: *Silva*

Rocketship Los Sueños Academy
2012-2013

Estimadas familias,

Su hijo/a John Ruiz *ha sido seleccionado para nuestro programa de tutoría y también el programa de antes de la escuela. Los estudiantes que califican para el programa están atrasados en lectura y sabemos que pueden estar a nivel de grado pero tenemos que trabajar mucho – necesitan más tiempo de aprendizaje ahorita para poder alcanzar sus metas al final del año.*

Hay cuatro sesiones de nuestro programa de intervención cada año; en esta sesión su niño/a tiene su lugar asegurado desde el 17 setiembre hasta el 12 noviembre. En el mes de noviembre los maestros les van a dar los exámenes a los estudiantes otra vez para ver quien califica para la próxima sesión. Si usted tiene preguntas sobre el nivel de su hijo/a en lectura o matemáticas nos puede hablar a los maestros o a mi y podríamos hablar exactamente donde está y que significa.

Todos los niños que califican para el programa tienen 30-40 minutos de tutoría en grupos pequeños durante su hora de "Learning Lab" (el tiempo cuando los demás están usando las computadoras).

El programa de después de la escuela es gratis y obligatorio, será diariamente (lunes a jueves) de 7:00 a 7:45am: no hay programa los días viernes. Durante esta hora los estudiantes tienen tiempo para aprender usando computadoras y programas electrónicos enfocados en las cosas que les faltaban en sus exámenes. Nuestro programa no es para ayuda con la tarea, y no les damos ningún tiempo a los niños que están en el programa de intervención para hacer la tarea.

Empezando el lunes, su hijo/a estará en las computadoras diariamente de 7:00 a 7:45. Tendrá la opción de comer un bocadillo antes que ir a las computadoras, pueden mandarle algo

saludable para comer si quieren.

Si tiene otro hijo en esta escuela, colocarlos en este momento así y se puede sentar en el área de desayuno antes de comenzar la escuela.

Gracias – ¡Ayudemos a que nuestros Rocketeers tengan mas éxito!
Name
Assistant Principal
email
School phone number

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AIMSWeb Data Analysis Protocol

At the end of each data cycle, interventionists, school leaders, and school psychologists will engage in an analysis of progress monitoring data in order to make data-informed instructional decisions for students participating in intervention. Teams can follow the protocol described below (and outlined in the subsequent decision making tree) to engage in this data-based decision making process.

1) **Determine if sufficient data points have been collected:**
   CBM data isn't considered valid for the purposes of instructional decision making until we have enough data points to generate a stable trend line. We need to collect at least four data points within a six week period in order to make instructional decisions. If we don't have sufficient data for the student, continue providing the intervention and monitoring progress. If we do have sufficient data…

2) **Determine if the student is making sufficient progress:**
   We can use two methods to determine progress:
   - The "Three Point Rule": If the at least three of the most recent four data points are close to, at, or above the student's goal line, we can conclude that the student is responding favorably.
   - The "Trendline Rule" If the student's trendline is trending upward, and is showing that the student will meet (or will be close to meeting) their goal by its assigned date, we can conclude that the student is responding favorably.

   If this the student is responding favorably… (if the student is not responding favorably to intervention, skip to step 6)

3) **Determine if the student has met their progress monitoring goal, and whether the student was being monitored on or off grade level.**

4) If the student is being progress monitored on grade level, and they have met their progress monitoring goal, **administer the AIMSweb benchmark to ensure they are now performing above the 25th percentile on the benchmark**. If they are, they are ready to exit from intervention. If not, **continue to provide intervention and monitor progress.**

5) If the student is being progress monitored off grade level**, increase the progress monitoring grade level and continue to provide the intervention.**

6) If the student is not responding favorably to the intervention as evidenced by a lack of progress towards the progress monitoring goal**, determine if the intervention is being implemented with fidelity:**
   Two data sources can provide information about the fidelity of the intervention implementation – observations using implementation fidelity checklists and the progress of the other students in the group (if the majority of the students in the group are making progress, you can conclude that the intervention is being implemented with fidelity. If not, that is an indication that there may be a need to investigate implementation challenges).

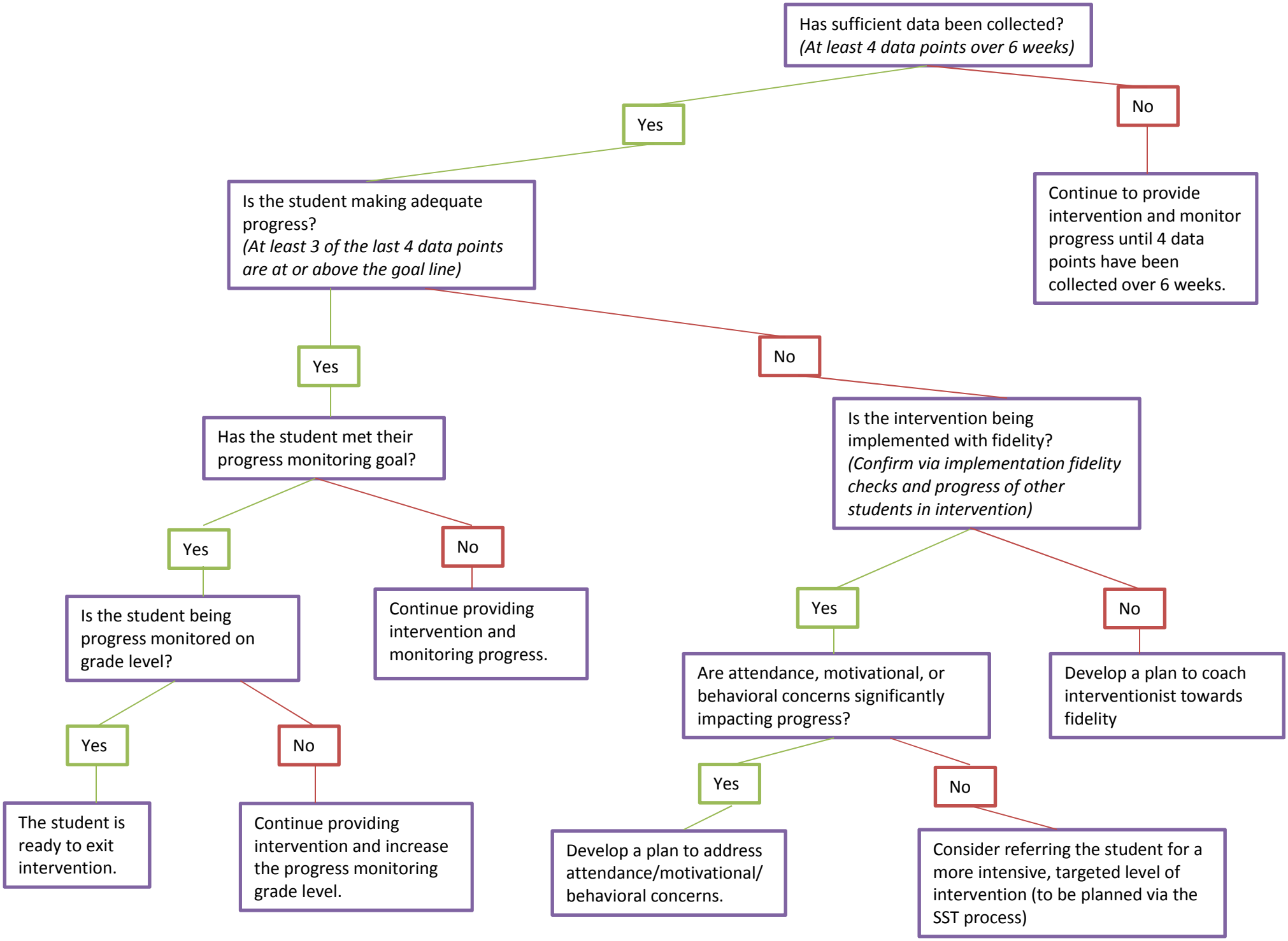
7) If the intervention is not (or may not be) implemented with fidelity:
   Develop a plan to coach the interventionists towards fidelity of implementation

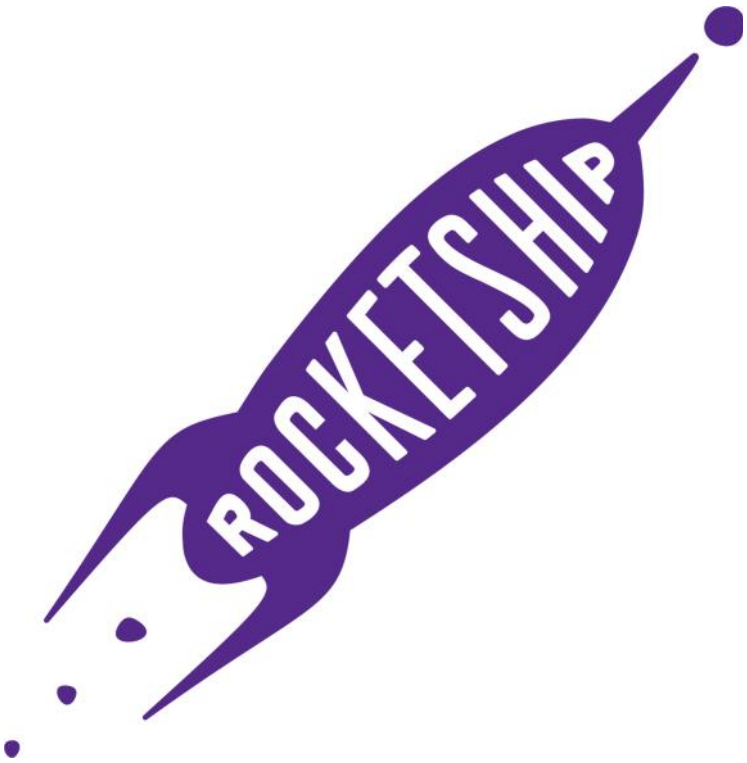
8) If the intervention is being implemented with fidelity:
Determine if attendance, behavior, or motivational factors are significantly impacting student progress. If a student is not able to access the intervention because of any of the factors listed above, the team will want to develop a plan to address these issues before making an instructional change for the student.

9) If there are no attendance, behavior, or motivational factors significantly impacting student progress**, consider referring the student to a more targeted, intensive level of intervention.**
In most cases, this will mean referring the student for an SST so the SST team can plan a targeted, individualized support plan for the student.

Tips for using these guidelines:

- These guidelines are meant to provide a general process that teams can follow when analyzing student progress. However, teams may use their discretion to deviate from them on a case-by-case basis depending on student need. For example, if the student is new to Rocketship and has only been in intervention for one data cycle, the team may decide to continue a Tier 2 intervention even if the student isn't yet responding favorably to give the student more time in the intervention. Alternatively, if the student is in their second year of intervention and is still not making sufficient progress, the team may accelerate intensive planning for the student


Has sufficient data been collected?
(At least 4 data points over 6 weeks)
Yes
No
Continue to provide intervention and monitor progress until 4 data points have been collected over 6 weeks.
Is the student making adequate progress?
(At least 3 of the last 4 data points are at or above the goal line)
Yes
No
Has the student met their progress monitoring goal?
Yes
No
Continue providing intervention and monitoring progress.
Is the student being progress monitored on grade level?
Yes
No
The student is ready to exit intervention.
Continue providing intervention and increase the progress monitoring grade level.
Is the intervention being implemented with fidelity?
(Confirm via implementation fidelity checks and progress of other students in intervention)
Yes
No
Develop a plan to coach interventionist towards fidelity
Are attendance, motivational, or behavioral concerns significantly impacting progress?
Yes
No
Develop a plan to address attendance/motivational/ behavioral concerns.
Consider referring the student for a more intensive, targeted level of intervention (to be planned via the SST process)



SST & Pre-Referral Playbook

2015-2016 School Year

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 SIPPS small groups that occur with tutors in the learning lab to the Class for Articulation Remediation (our speech pre-referral program) to actual SST meetings. The focus of this playbook is on the 'Student Huddle' and 'Student Study Team' (SST) components of our pre-referral process.

Both the "Student Huddle" and SST are problem-solving processes during which stakeholders come together to generate solutions for individual student challenges in the classroom. SSTs are held when other classroom-based interventions have been unsuccessful in order to address a range of student needs, which might include academic, behavioral, social-emotional, 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).

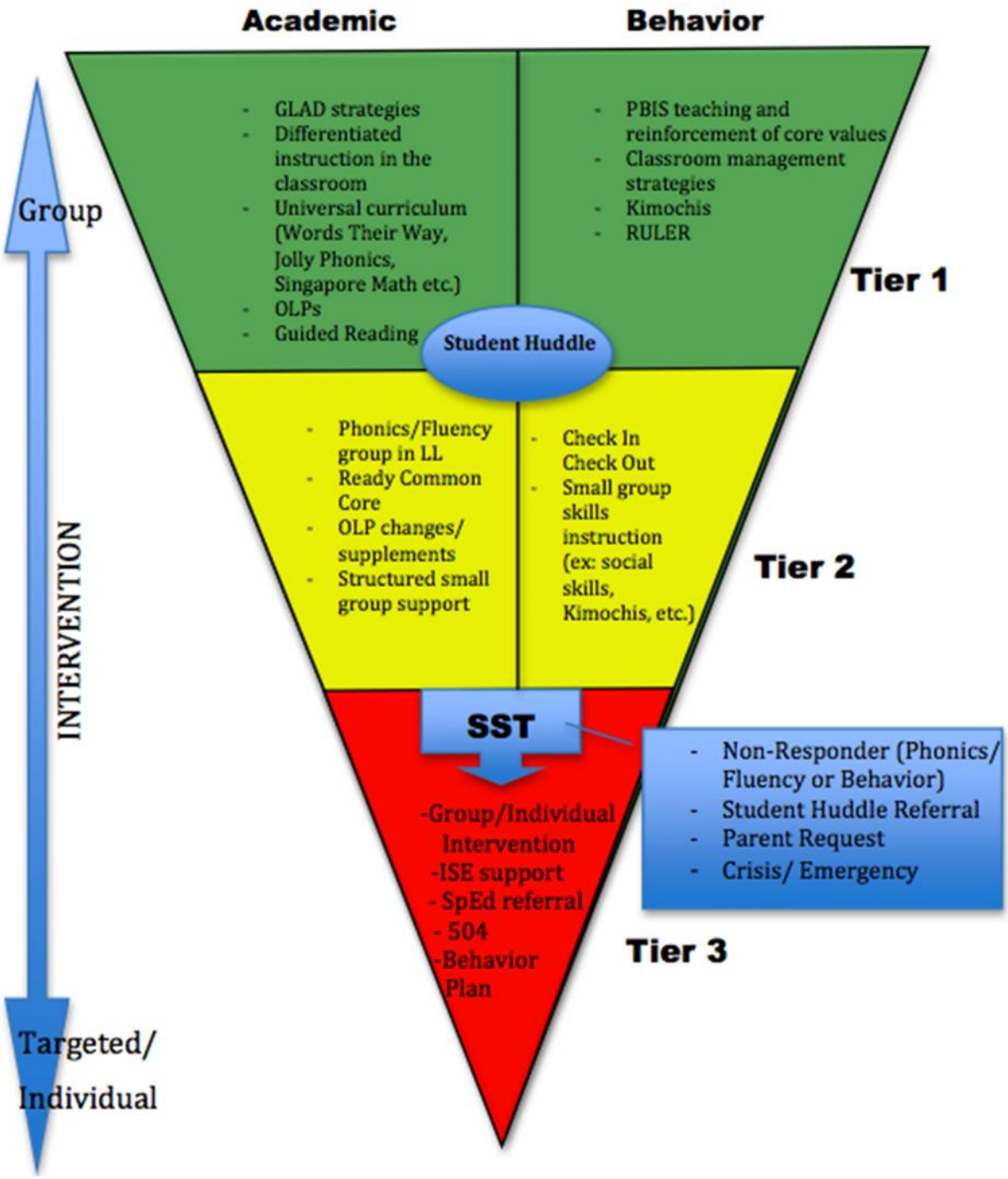
What is the purpose of a pre-referral process?

The primary purpose of a formal pre-referral process is to provide early identification and intervention for general education students who are having difficulties in school. Because Student Huddles and SSTs are a team-based approach to student support, they also serve the purpose of involving all stakeholders in the interventions and next steps for the target student. Interventions and supports that are generated during a Student Huddle or an SST are often a combination of classroom-based strategies (Tier 1) and more intensive intervention (Tier 2 or 3). Follow-up SST meetings allow team members to evaluate the effectiveness of interventions and generate next steps accordingly.

What legal requirements inform pre-referral policies and procedures?

California Education Code mandates that, before a student is assessed for Special Education services, all resources within general education must be considered and, where appropriate, utilized (Section 56303). The pre-referral process ensures that school teams are considering classroom and instructional factors that impact student performance, implementing interventions, and evaluating student responsiveness before moving to an assessment for Special Education services.

The graphic below depicts how and where the Student Huddle and SST processes fit in to Rocketship's larger three-tiered model for academic and behavioral supports.



SECTION 2: THE STUDENT HUDDLE PROCESS

At Rocketship, the first step in the pre-referral process is known as a "Student Huddle." The "Student Huddle" is a team-based problem solving process which focuses on generating interventions and supports for an individual student in a grade level team, 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.

When do Student Huddles occur?

Student Huddles occur during Common Planning Time meetings with each individual grade level. We recommend that school leaders plan for each grade level to hold Student Huddles at least biweekly.

Who facilitates Student Huddles?

Each school leader is responsible for facilitating Student Huddles with the grade level teams that he or she manages.

What do teachers need to do to prepare for a Student Huddle?

To prepare for a Student Huddle, teachers simply need to notify their grade level coaches that they have a student they would like to refer to the Student Huddle process. The teacher should also prepare any data they have (e.g. growth on STEP, number of office referrals) that will help clarify the area of concern for the team.

What happens during a Student Huddle?

During a Student Huddle, the grade level team discusses an individual student of concern. The presenting concern can be academic, behavioral, or both. The team clarifies the concern, brainstorms potential interventions, aligns on a plan of action, and makes a plan 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 interventions and supports that were agreed upon, and the school leader monitors and supports the implementation of these interventions. The grade level team should revisit the student 4-6 weeks after the initial Student Huddle. 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 functioning without the support of the intervention)
- Refer the student to SST, a more intensive level of support

How do we know if a student should be referred from the Student Huddle process to an SST?

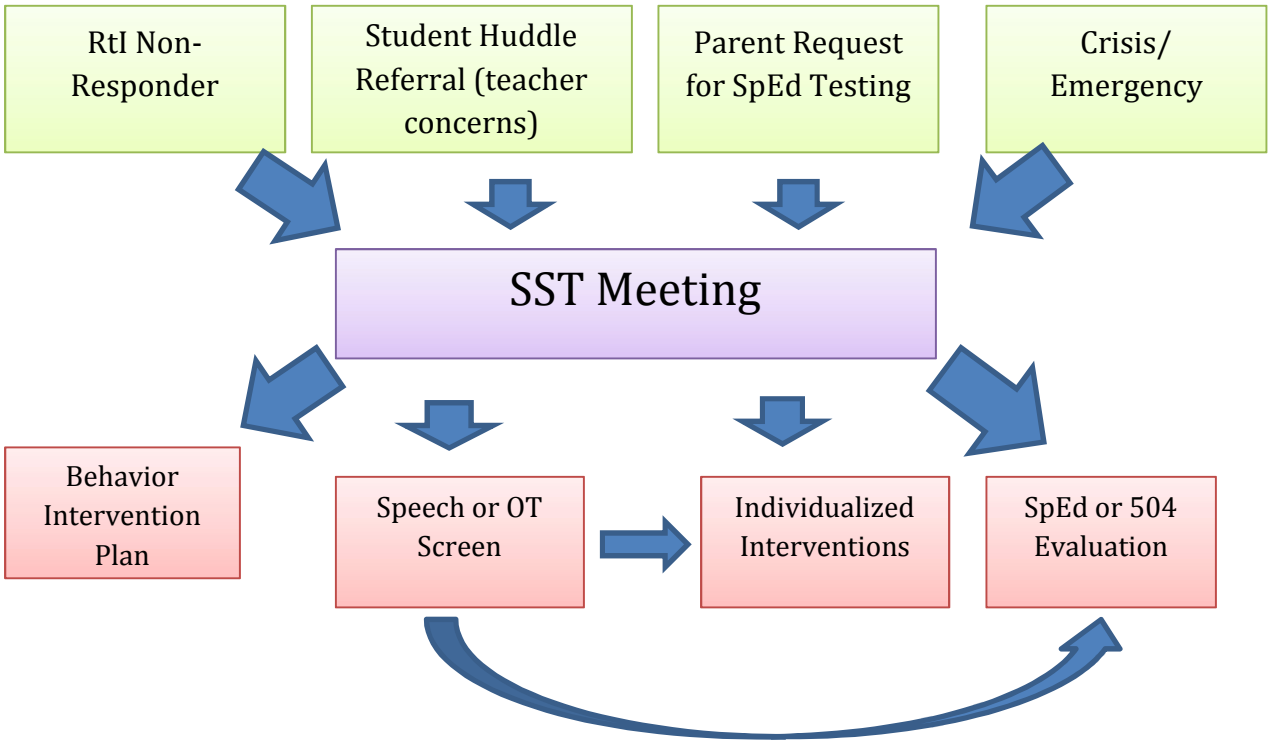
This will depend on the student, but some indicators that suggest that an SST referral may be appropriate include:

- Lack of growth on formative assessments, STEP tests, NWEA, etc.
    - General (informal) academic guidelines:
        - 2 years below grade level and/or significantly below class average
        - Slower academic growth than peers
        - Lack of significant growth over multiple school years
        - Concerns exist in multiple academic areas
        - Did not show response to supports implemented after student huddle
- Continued behavior concerns that significantly impede student's learning or the learning of others
- Any behavior that is dangerous to student or staff, and has occurred repeatedly
- Student is unable to care for personal needs at an age-appropriate level (feeding, toileting, following routines, age-appropriate independence skills, etc.)

*A link to the Student Huddle paperwork can be found in the "Resources" section of this Playbook

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:



When do SSTs occur?

Each school will designate an hour long "SST Block" that will occur every week. Schools are able to hold SST meetings outside of this block, but because they are serving multiple school sites, School Psychologists are only able to attend SST meetings during the school's SST block.

Who facilitates SST meetings?

Each school leader is responsible for facilitating SST meetings for students in the grade levels they coach.

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 intervention, the intervention provider should be prepared to share the student's current progress monitoring data (e.g. AIMSweb or CICO data). 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 ODR data). If special education assessment is being discussed at the meeting, the school psychologist will prepare any required paperwork.

What happens during an SST meeting?

During an SST meeting, staff review available data and generate interventions to support the student. See the "Selecting and Designing Tier 3 Interventions" guidelines in 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. If relevant, the team should also discuss and document any accommodations the student may require for the statewide assessment. 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.

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 pathologist (for speech/language concerns) must **always** be involved in the decision to refer a student for a special education evaluation.

Can I refer a student with an IEP for an SST meeting?

Nope! 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.

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

At Rocketship, we utilize our Student Huddle and SST process as the formal mechanisms for responding to parent requests for special education assessment. The process is as follows:

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, if necessary, the speech pathologist (if a language assessment is requested)	The individual receiving the request	Immediately upon receiving the request
Schedule and facilitate a Student Huddle meeting*	The school leader managing the grade level	Within 7 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 available data, if the school will proceed with a special education evaluation	The Student Huddle team (classroom teachers, school leader, and school psychologist)	During the Student Huddle meeting
Prepare the paperwork based on the school team's decision	The school psychologist	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	Within 15 days of receiving the request (remember that this is our **legally mandated** timeline)

*All of the classroom teachers who work with the student should attend this Student Huddle, and should be prepared to share quantitative data and anecdotal feedback on the student's present levels of performance. This Huddle ideally occurs during CPT. The school psychologist must attend this huddle, but it is facilitated by the school leader managing the grade level.

SECTION 5: ROLES AND RESPONSIBILITIES

All School Leaders:

- Facilitate "Student Huddle" meetings for assigned grade levels
- Support teachers in determining when a formal SST meeting is warranted
- Coordinate with the SST Lead the scheduling of SST meetings
- As the grade-level lead, facilitate the SST and take notes. Ensure follow-up meeting is scheduled
- Support teachers in implementation of Student Huddle recommendations and SST interventions

SST Leads:

- Maintain the SST master calendar; send reminders to team members one week prior to meetings
- Ensure consistent documentation in SST Gfolder (i.e. keep SST tracker updated, remind other school leaders to complete and upload SST paperwork as needed)
- Facilitate leadership team conversations about the overall health of the SST process as needed (e.g. flag when certain grade levels are over or under referring students for SSTs)
- Facilitate professional development on the pre-referral process to school leadership team (during the summer) and full staff (in the summer/fall as well as booster sessions as needed)

Teachers:

- Refer students to the Student Huddle process (inform coach of need to huddle for particular students)
- Bring relevant student data to Huddles and SST meetings
- Implement interventions and monitor progress
- Complete speech and/or OT screening request paperwork when needed

School Psychologists:

- Attend SST meetings as requested (*during scheduled SST block)
- Review student's cumulative file prior to scheduled SSTs
- Contribute to intervention planning
- Assist in interpreting data and determining next-steps

Speech Language Pathologists/Occupational Therapists:

- Conduct screenings as requested
- Provide screen results within 6-8 weeks of receiving request
- Attend SST meetings when needed (pending outcome of screens)

ISE Specialists

ISE Specialists typically do not attend Huddles or SSTs, as these are a function of general education. They may however attend in unique cases (and if the specialists schedule allows), such as:

- If an Assessment Plan will be proposed
- Tier 3 interventions with ISE groups are being considered (pending capacity)

SECTION 6: REFERRING STUDENTS FOR SPEECH OR OT SCREENS

Teachers and school leaders often have concerns about a student's language or fine motor development, but aren't sure if the concerns warrant a formal referral for special education services. In these cases, teams can request that the speech pathologist or occupational therapist conduct a screen, which is a less formal assessment of the student's skills. The data from this screen is used to inform recommendations to the team, including whether a formal evaluation for services is warranted. It should be noted that occupational therapy is not a "stand alone" special education service, meaning that a student can only qualify for formal OT services if they are already eligible for special education services under another eligibility category.

What is the process for referring a student for a speech or OT screen?

1. Hold a Student Huddle meeting in which concerns are discussed and clarified and classroom-based supports are generated.
2. If the concerns remain, the school leader or a classroom teacher should complete the screening request form (linked in the "Resources" section of this Playbook) and bring it to the first SST meeting.
3. The screening should be documented on the school's "Speech/OT Screening Tracker" (linked in the "Resources" section)
4. At that SST meeting, the family will sign the screen request form to give permission for the screen to be conducted.
5. The SLP or OT will complete the screen before the second SST meeting is held in 6-8 weeks.
6. At the follow-up meeting, the SLP or OT will share the screening results and discuss next steps.

Because our SLPs and OTs each support several school sites, it is important that we follow this process (rather than, say, asking them to screen a child in passing in the hallway) so that they can keep track of screening requests across sites.

What types of concerns might indicate that a speech or OT screening referral should be made?

The following concerns may indicate the need for a speech screening referral:

- 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.

The following concerns may indicate the need for an OT screening referral:

- Difficulty with age-appropriate fine motor tasks, such as writing letters or numbers, cutting, or copying work from the board
- Inability to maintain a safe, seated position for a significant portion of class

What are the potential results of a speech or OT screen?

A speech screen may result in any of the following:

- Inclusion in our speech intervention program (CAR, or the Class for Articulation Remediation)
- A full speech-language evaluation
- A finding that no specialized supports are required

An OT screen may result in any of the following: Recommendation for Tier 2 Handwriting supports

- Individualized recommendations
- A full OT evaluation (only if student has an IEP or psych/speech is also evaluating)
- A finding that no specialized supports are required

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: 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 (e.g. monthly) consultation with your School Psychologist to review the data of students in the intervention process and identify appropriate referrals.
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 testing 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 special education evaluation, but it is difficult for the ISE team to determine the appropriateness of the referral without documentation of the pre-referral interventions.	● 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 parents have provided informed consent for Tier 3 interventions.
Pre-Referral Pitfall	**Recommendations for Avoiding**
ISE is the only option for individualized,	● Tier 3 just means that the intervention is

Tier 3 interventions. If the ISE caseload is full, there are no options for additional, non-ISE students who require that level of support.	targeted and individualized, and schools can be creative in thinking about who can deliver these services. See the "Selecting and Designing Tier 3 Interventions" resource 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 measureable, 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). In these cases, SST teams are encouraged to develop behavior intervention plans for students. 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, but the general steps to developing a behavior intervention plan are:

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.

School psychologists are available to support SST teams with the development of behavior intervention plans.

SECTION 10: THE "BEHAVIOR PROBLEM SOLVING TEAM" PROCESS

The "Behavior Problem Solving Meeting" is a process for screening for students who require additional behavioral interventions and matching them with appropriate Tier 2 and 3 interventions. As the school year progresses, teams also use this process to monitor the progress of students participating in behavior and social emotional interventions and make decisions regarding appropriate next steps.

What pre-work is done before the first Behavior Problem Solving Team Meeting is held?

Before the first meeting is held in the fall, school leaders work with their grade level teams to collect a list of referrals (students who are exhibiting either internalizing or externalizing behaviors). This process occurs during the last two weeks of September for Nashville, and the first two weeks of October for Milwaukee and the Bay Area. School teams should also ask the SWIS data lead to print a report that identifies students with the most ODRs. Finally, the school leadership team should align on the available Tier 2 and 3 behavior or social-emotional interventions at the school. These might include:

- Check-in/Check-out (CICO)
- Individual or small group counseling
- Individual behavior intervention plans (via the SST process)
- Small group "double dose" of the classroom SEL curriculum (Kimochi's or Ruler Approach)

When is the first Behavior Problem Solving Meeting held, and who should attend? Who facilitates the Behavior Problem Solving Meeting?

The first Behavior Problem Solving Team Meeting should be held on or around the end of the first data cycle. School leaders and the Rocketship school psychologist should attend. If possible, mental health providers (Seneca, Foothill, Centerstone, etc.) should also attend, along with the ISE Specialist *if* ISE students are being referred.

Schools should identify one school leader who will be responsible for coordinating this process and facilitating the meetings. This will often be the SST Lead, although schools have the flexibility to designate any school leader for this role.

What happens during the first Behavior Problem Solving Team Meeting?

During the first Behavior Problem Solving Team Meeting, the team reviews all of the students who have been referred for a behavior and/or social-emotional intervention, rank students according to priority, and match as many students as possible to appropriate Tier 2 and 3 interventions. This is all tracked in each school's "Behavior Problem Solving Meeting" Google doc (available on Drive and linked in the "Resources" section of this playbook. Teams must also create and implement a plan for notifying the families of students who will be participating in behavior/social-emotional interventions.

What pre-work is done before follow-up Behavior Problem Solving Team Meetings are held?

Prior to the follow-up Behavior Problem Solving Team Meetings that are held at the end of the second and third data cycle:

1. School leaders work with grade level teams to collect new externalizing and internalizing referrals during CPT meetings.
2. Interventionists update the "Behavior Problem Solving Meeting" Google doc with student progress and recommendations for next steps.
3. Assess the capacity for additional behavior interventions (i.e. does your counselor have room for additional students or small groups? Do you have any CICO coordinators who could take on an additional student or small group?)

When are subsequent Behavior Problem Solving Meetings held, and what happens during those meetings?

Subsequent Behavior Problem Solving Meetings are held at the end of the second and third data cycle. During these meetings, the team reviews new referrals and plugs them in to interventions as capacity allows, and reviews the progress of students already participating in interventions and makes decisions about next steps for each student.

Where can I find more information and/or get support in launching the Behavior Problem Solving Meeting at my school site?

Several resources to support the Behavior Problem Solving Meeting process are linked in the "Resources" guide of this playbook. Your school psychologist can also talk you through this process.

Section 11: Resources

Student Huddle and SST Paperwork:

- Blank Student Huddle/SST Paperwork

School SST Tracking Resources:

- Carry-over SST Tracker
- SST Folders (Google folder where each school can store all of their pre-referral/SST paperwork)
- Speech/OT Screening Tracker (coming soon!)

Professional Development Resources:

- Template for site-based SST training (for teachers)
- SST Deep Dive for SST Leads (PPT from SLL 2015 session)
- Writing Function-Based Behavior Intervention Plans (PD designed for school leaders)

Screening Resources:

- Speech screening procedure
- Speech screening form
- OT screening forms
- Foothill referral form (San Jose schools only)

Resources to Support Teams in Generating Interventions:

- Selecting and Designing Tier 3 Interventions
- SST Intervention Toolbox
- Tier 1 Speech and Language Strategies (coming soon!)

Behavior Intervention Planning Resources:

- SST Behavior Intervention Plan - Template
- SST Behavior Intervention Plan - Guidelines
- Notice of Intent to Collect Data (parent permission form)
- Occupational Therapy/Sensory Strategy Checklist (for teachers)
- Common Functions of Problem Behaviors
- Progress Monitoring for Behavior Interventions
  Behavior Problem Solving Team Meeting Agendas and Notes

Statewide Testing Accessibility Guidelines:

- TNReady Accessibility Guidelines
- SBAC Resources Guide (for CA and WI – see page 5 for accessibility guidelines

ANNUAL NOTICE OF CHILD FIND ACTIVITIES

This section of the parent handbook outlines our annual Child Find notice and responsibilities to parents of children within our district. Should you have any further questions please contact Genevieve Thomas, VP, Integrated Special Education at gthomas@rsed.org.

Child Find Policy and Responsibilities

Rocketship Education 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 adopted an inclusive model, which means that students with disabilities are educated in general education classrooms. Each student with a disability has a case manager, who is a credentialed special education teacher that works with classroom teachers to design the student's education plan. The extent of special education services and the location for the delivery of such services are determined by the IEP team (which includes parents). Rocketship Education also provides any related services, such as physical therapy, adapted physical education, occupational therapy, etc. that are required to enable the student to derive educational benefits.

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 Rockethip school. This also includes an SST, or pre-referral, process in which school teams identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional 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. Our model

makes every effort to support the student within the general education setting while at the same time monitoring student progress to identify students who may have disabilities.

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.

Revocation of Consent:
Parents of children who have been identified with a disability have the right to revoke consent for special education services, meaning that they no longer want the school to provide special education services to their child. If a parent withdraws their consent for special education and related services by notifying the Rocketship in writing, the district still has the responsibility to identify, locate, and evaluate a child who is suspected of having a disability and in need of special education and related services. As part of our Rocketship's child find obligations in regards to your child, please know that you maintain the right to subsequently request an evaluation to determine if your child is a child with a disability who needs special education and related services.

Rocketship cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parents. Giving written consent is voluntary. You can withdraw your written consent at any time by notifying the school in writing.

Specialized Inclusion Program for Students with Moderate to Severe Learning Needs - Playbook

Welcome to the 2015-16 SIP Playbook!

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Section 1: Overview of SIP

Rocketship Education is committed to making our schools a viable option for all students and families, including students with disabilities. As our population of students with more significant disabilities has increased over the last several years, the Integrated Special Education team has been hard at work developing innovative systems for supporting these students. One of the structures within Rocketship that supports this program is our Specialized Inclusion Program, which is housed at select Rocketship sites. However, there are also students with moderate learning needs who attend non-SIP Rocketship schools. This playbook serves as a collection of frameworks and strategies that we have found to be most helpful in supporting our students with more moderate to severe learning and behavioral needs and is a resource for both SIP and non-SIP educators working with this population.

In an effort to continuously monitor and improve our SIP program for the students we serve, Rocketship will be conducting a program walk through 4 times throughout the 15-16 school year. During these walkthroughs student observations will be conducted over the course of 2-3 hours in common spaces around the school. Although this walkthrough is in place to improve outcomes for all students who participate in SIP, only 1 student will be selected for observation per campus for the entire school year to allow walk through teams to follow student response and progress over time. Walk through teams will consist of a variety of school team members including a school leader and program specialist/manager. They may also include a speech and language pathologist, occupational therapist, school psychologist, teacher, and other achievement team members from our Rocketship network. The walkthrough rubric can be found here.

For more introductory information related to SIP, see the this program featured in the Rocketship Beyond blog.

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Section 2: Promoting Access and Inclusion

Collaboration between General Education and Special Education Teams:

Beginning of Year Norm Setting

The foundation for meaningful inclusion for all students with disabilities is successful collaboration between general education and special education team members. Prior to the start of the school year, special education staff must proactively establish a collaboration schedule with general education teachers who will be working with the students on their caseload. We recommend that special education staff kick off collaborative relationships with school leaders and classroom teachers at the beginning of the school year with a formal "norm-setting" conversation. Topics can include frequency and format of formal collaboration, norming on the use of the "SIP space," etc. A general guideline for this conversation can be found here, and can be adapted to meet the needs of each team and student.

Ongoing Collaborative Structures

There is no set frequency for formal collaboration throughout the school year, but special education teams should plan to formally collaborate with general education teachers to support students with moderate-severe learning needs at least one time weekly. For Rocketship schools that have a formal Common Planning Time (CPT) structure for grade level collaboration, special education staff are encouraged to capitalize on this time for collaboration with grade level teams. For schools without a CPT structure, a weekly lunch planning meeting is suggested. Topics for discussion during co-planning sessions will depend on the time of year and needs of individual students, but could include:

- Aligning on upcoming instructional topics/units of study
- Problem-solving challenging behaviors
- Preparing for upcoming IEP meetings
- Co-analyzing formal or informal assessment data

These CPT notes here can be modified to meet the needs of individual school teams and students. It is also important to include general education teachers in the process of creating SIP student schedule and/or providing input and feedback. Sample student schedules can be found here. Ongoing CPT planning time can be used to maintain individual student schedules.

Co-Teaching

At Rocketship, co-teaching involves two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students. Co-teaching is played out in many inclusion classrooms at Rocketship where a General Education teacher and a Special Education teacher share responsibility for classroom management and instruction. These professionals work with a group of students in a common space toward shared goals. Co-teaching can be very successful and improve overall student outcomes if executed properly and if strategic planning occurs. It is important to remember the key components to a successful

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co-teaching relationship: co-planning, co-teaching and co-assessing. Successful Rocketship co-teachers have formalized meeting and co-planning structures, a classroom culture around inclusiveness, opportunities for teacher skill modeling and matching and ongoing data collection. See the Co-Teaching Vision of Excellence and Co-Teaching Playbook for more specific guidance around co-teaching practices and collaboration. Additional Co-teaching materials can be found in here.

Professional Development for General Education Teachers

Another important avenue for collaboration across special and general education teams is professional development provided by the special education staff for school leaders and classroom teachers. Professional development can be delivered via consultation around specific students, or in more formal "mini-PD" sessions. Helpful topics for general education teachers working with students with moderate-severe learning needs might include:

- Building visual supports into the classroom environment
- Hierarchy of prompting for students with disabilities
- Encouraging meaningful interaction between students with disabilities and typically-developing peers
- Supporting language development for students with severe communication needs
- Classroom Behavior Support Strategies
- Work modification
- Function-based thinking
- Peer-assisted learning

Classroom Teachers as IEP Team Members

In an inclusion setting, general education classroom teachers are an essential member of the IEP team for students with disabilities. Special education staff can support classroom teachers in understanding their role on the IEP team, both in terms of the development of the plan as well as implementation of the plan in the classroom setting.

Special education staff members play an important role in facilitating IEP meeting participation from general education teachers. We recommend that SIP specialists carve out time to co-prepare for upcoming IEP meetings with GE teachers.

General Education Environment and Supports:

Peer-to-Peer Supports

One of the primary benefits of inclusion for students with significant disabilities is increased social development and engagement with peers. In order for both students with disabilities and typically developing peers to benefit from these social interactions, special and general education teachers must thoughtfully structure opportunities for meaningful social interactions.

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SIP teams at Rocketship have found Peer Buddies to be an effective framework for providing both social and academic support to students with disabilities. A peer buddy is a typically-developing peer who is trained to provide support (such as prompting or redirection) to a student with a disability in the general education classroom. An effective peer buddy program benefits both the student with a disability and the typically-developing peer. Teams can use this structure to roll-out a peer buddy system, including peer buddy applications.

Disability Awareness Lessons

Disability awareness lessons explicitly teach students about disabilities and inter-individual differences. They provide an explanation for some of the differences students notice among their classmates and emphasize the importance of community, tolerance, and empathy. Resources for creating disability awareness lessons for the classroom can be found here.

Hierarchy of Access

Use the Hierarchy of Access Guide to guide IEP teams in the development of modifications for fully included students with moderate to severe learning needs.

Independent Work Stations

An independent workstation is a system (generally a series of drawers or bins) that contains tasks (academic, fine motor, adaptive, etc.) that can be completed independently by the student. Generally, the first drawer or tub will contain a less-preferred task and will progress to a highly preferred task in the last drawer or tub, thus encouraging the student to complete a less preferred task in order to get access to a more highly preferred task. Check out a great video tutorial on setting up independent work stations on The Autism Helper blog.

Example Independent Work Stations (*from Rocketship Mosaic)*

Visual Supports

Environmental language supports can also support language development in both the SIP room and the general education environment. Consider including the following supports in both

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spaces (and see this post from The Autism Helper for lots of great examples of environmental language supports):

Example Visual Supports:

Label each area of the classroom

Post handy visuals by the doorway

Post visual schedules in the classroom (in addition to providing students with their individual visual schedules)

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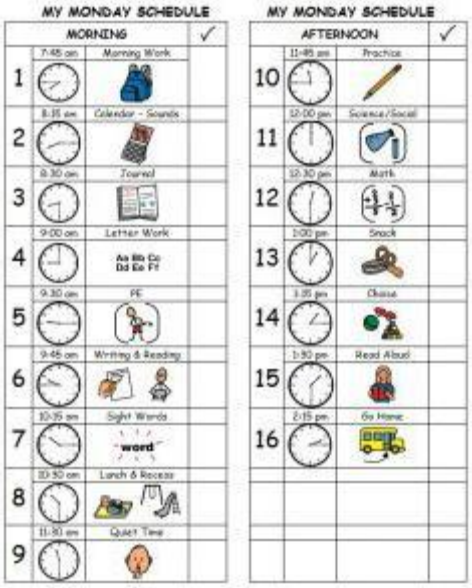

Utilizing Evidence Based Practices in the Classroom
Evidence Based Practices (EBP) for Autism and other disabilities can be utilized in the general education classroom to support access, facilitation of IEP goal growth, and social interactions. For more information on EBP's for Autism see here.

Making Common Core Standards Accessible for Students with Significant Disabilities:

The common core state standards (CCSS) articulate rigorous grade-level expectations in mathematics and English Language Arts. These common standards provide a historical opportunity to improve access to rigorous academic content standards for students with disabilities. Students with significant cognitive disabilities, however, will require substantial supports and accommodations in order to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs.

National Center and State Collaborative (NCSC)
One of the most useful resources available to support special educators in planning CCSS-aligned instruction is the National Center and State Collaborative (NCSC) wiki. Among the resources available in this collection are:

- Learning Progressions Frameworks: The LPFs are based on research that describes how understanding of core concepts in English Language Arts and Mathematics typically develop over time when students have the benefit of high quality instruction. These frameworks offer a guide for the development of curriculum and assessment and assist educators in lesson planning. These can be a helpful tool in strategically backwards

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mapping from a grade level common core standard to the functional level of an individual student.

- Core Content Connectors: Core Content Connectors identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Common Core State Standards and the Learning Progression Frameworks. CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.
- Content Modules: Content Modules provide explanations and examples of the concepts contained in the Common Core State Standards that may be difficult to teach or unfamiliar to special education teachers. These modules can be used by teachers at the elementary, middle, and high school levels. They promote an understanding of the concepts so that a teacher can begin to plan how to teach the concepts to students and they provide teachers with potential adaptations and modifications to consider when designing materials and instruction.

Dynamic Learning Maps - Essential Elements

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Like NCSC's Learning Progression Frameworks, the DLM Essential Elements are a highly useful tool in backwards-mapping CCSS for students with significant disabilities.

Goalbook Pathways

Goalbook Pathways is another useful tool in planning to make CCSS accessible to students with significant learning needs. Teachers can browse CCSS by grade level and view a pathway of understanding needed to master the standard, along with embedded UDL strategies and formative assessment tools.

Thematic Units

Thematic units utilize a single topic, theme, or overarching activity to bridge student learning across all academic, adaptive, and functional areas. They can be designed around a single activity, such as going to the store, or around a theme, such as "making our own food." Thematic units can last several days or weeks, and support generalization and application of skills. Sample thematic unit materials and guides can be found here.

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Section 3: Curriculum

Like all students at Rocketship, students with moderate to severe learning needs are enrolled in a general education classroom and spend much of their school day being educated alongside typically-developing peers. Like all students with disabilities, however, they also have unique learning and behavioral needs that require more intensive specialized instruction and support. Their IEP teams are tasked with designing individualized programming which ensures education in the least restrictive environment while also providing the services and supplemental supports that ensure they receive meaningful educational benefit. Rocketship has several supplemental curricular resources to support students with moderate to severe learning needs.

Replacement Curriculum:

Early Literacy Skills Builder (ELSB) is an intensive intervention program that incorporates systematic instruction to teach both **print** and **phonemic awareness.** ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace. It incorporates scripted lessons, least-prompt strategies, teachable objectives, built-in lesson repetition, and ongoing assessments. All students begin at Level 1. Instruction is one-on-one or in small groups. Teach scripted lessons daily in two 30-minute sessions. On the completion of each level, formal assessments are given. ELSB should be done in small groups. It should be implemented by any trained professional. Additional materials can be viewed here.

Essential Elements

Lesson Components	*Materials*	*Curriculum Starting Points*	*Assessment*
• Phonemic Awareness • Phonics • Comprehension • Vocabulary • Fluency Work	• Implementation Guide • Teacher's Manual • Student Material Books • Student Assessment Books • Moe the Frog Puppet • All About Moe Stories • DVD for staff training • CDs with printable PDFs • Sight Word Flashcards • Implementation Fidelity Checklist	• Students start at lesson 1	• Built-in mastery assessments • Performance observations • AIMSweb (supplemental)

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Building with Stories complements Early Literacy Skills Builder and is designed to focus on **vocabulary** and **comprehension** development. The program is centered on a research-based ten-step framework designed to foster vocabulary understanding, print awareness, listening comprehension, communication independence, and word knowledge. It includes 10 award-winning story books, manipulatives, and scripted lessons within a teacher's manual. Building with Stories should be taught in a small group setting 3-5 times weekly in 30 minute sessions. (See this PPT for an overview of using Building with Stories to encourage communication). Additional materials can be viewed here.

Essential Elements

Lesson Components	*Materials*	*Curriculum Starting Points*	*Assessment*
• Vocabulary • Print awareness • Listening comprehension • Word knowledge	• Storybooks • Story-related manipulatives • Repeating storyline stickers • Student materials book • Teacher's manual • CD with printable PDFs	• Teacher determined	• Informal performance observation • Built-in mastery assessments (checklists)

Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills. Using lessons specifically designed for tutors, paraprofessionals, and assistants, this research-based solution:

- Improves phonemic awareness, decoding, word identification, and spelling skills
- Provides kindergarten instruction in phonological skills (syllable segmenting) and initial sound identification, and scaffolded practice in phoneme segmenting
- Includes application of word-reading skills through storybook reading practice

Additional Sound Partners materials can be viewed here.

Supplemental Curriculum/Materials:

Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs. Subscribers download and interact with monthly, instructional, thematic units of study. Each unit contains special education lesson plans and interactive materials teachers can implement into classroom learning activities. All materials are created using SymbolStix symbols. The unit lesson plans define three levels of differentiated tasks which accommodate the diversity of learners with significant disabilities.

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Touch Math is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. It is specially designed for students who struggle with computation and with memorizing math facts.

Essential Elements

Lesson Components	*Materials*	*Curriculum Starting Points*	*Assessment*
• Introduction/Warm Up/Review • Counting • Addition and Subtraction • Work Problems • Skip Counting • Multiplication and Division • Time • Money • Fractions • Closing/Final CFU	• Touch point poster • Implementation Materials (PDF) • Manipulatives • Attendance/ Lesson Completion Logs • Progress Reports (for teachers and/or parents) • Implementation Fidelity Checklist	• Students can start at any point in the curriculum. Starting point is based on assessment data and mastered concepts.	• Built in mastery quizzes and performance observations

You can find all of our Touch Math materials, including the curricula and training materials, on Box.

Calendar Math is not a curriculum but rather a series of math routines around the calendar which help students explore a range of math concepts (counting, patterns, time, sequencing, etc.) in a meaningful, interactive way. See this website for a list of helpful calendar math resources. Calendar math materials can be inexpensively purchased from most teacher supply stores, including Lakeshore. Additional calendar math materials can be viewed here.

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Section 4: Communication

Students with moderate to severe learning needs often struggle with expressive and receptive language. Augmentative and Alternative Communication tools and environmental language supports are essential tools to help our students understand their environments and express themselves.

Augmentative and Alternative Communication (AAC)
Augmentative and alternative communication (AAC) includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. AAC can range from low-tech (e.g. Picture Exchange Communication Systems) to high-tech (e.g. an Ipad with an app for communication).

Low Tech Options
Picture Exchange Communication System (PECS):
PECS is designed to teach functional communication skills with an initial focus on spontaneous communication. The system begins with teaching a student to exchange a picture of a desired item with a teacher/communicative partner, who immediately honors the request. After the student learns to spontaneously request for a desired item, the system goes on to teach discrimination among symbols and then how to construct a simple sentence. Resources to support the use of PECS include Boardmaker (we have two copies at Rocketship), Do2Learn (free printable picture symbols), and Pyramid Educational Consultants (the original developers of the PECS system). Check out this online Autism Internet Module for a complete training on how to incorporate PECS in to your classroom (password required).

Student gives the PECs symbol to a person to communicate, to teach social use of language.

Single Message Buttons:

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A single or sequential message AAC device is a great, low-tech tool for students who have significant fine motor deficits, or who are just starting out with AAC. These devices (the BIGmack Communicator is a popular tool) feature one large button that can be pressed to express a single (or sequential) message. Common uses for single message buttons are for activating scanning systems for students with limited motor control or coordination, or for location-specific phrases such as “good morning” outside the classroom door for students to press as they enter the classroom, and “good bye” by the door frame for students to press as they exit the classroom.

A single message can be recorded to play each time the button is pushed.

Communication Notebooks:
Communication notebooks are low tech communication systems for students who either use PECS or need visual icons to support their verbal communication. Communication notebooks typically consist of a 3 ring binder loaded with laminated pages of icons that students might need to communicate in a variety of situations. Pages are typically organized by tabs based on activity or social function, with a “core communication” section of the notebook that folds out to be easily accessible no matter what page the student is on within the binder system. Here is a link to a brief tutorial on communication notebooks along with resources for starting a communication notebook.

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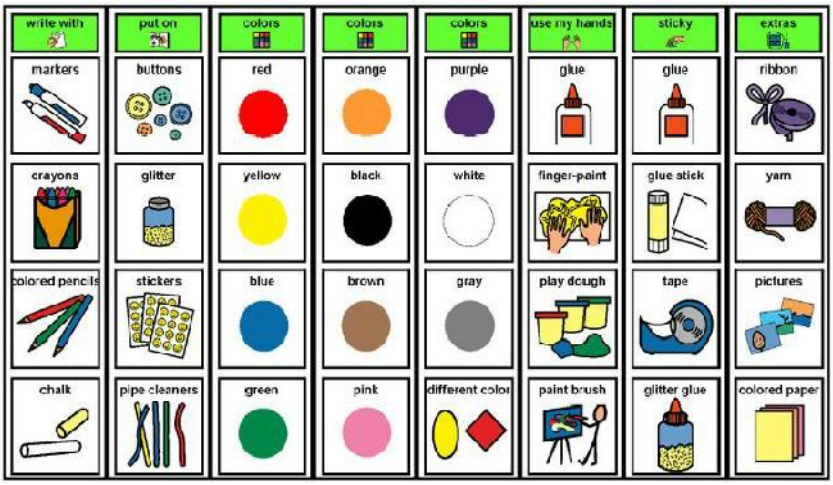
Sample Communication Notebook -- the bottom is the core vocab that remains constant, and the top part flips depending on the context, need, or activity.

Activity Boards:
Activity boards are a simple low tech option for supporting communication or helping students think of ideas of what to say during specific activities. Typically, activity boards are printed, laminated, and used during a specific activity to support student communication. Typically, students using an activity board point to an icon to communicate. Several activity boards can be grouped and put into a communication notebook. These can be useful for students who are verbal but have word finding difficulties to prompt ideas of what to say, or for students who are overstimulated by high tech voice output options at first.



Sample Activity Board for an art activity

High Tech Options:

There are a variety of high tech options for students who need AAC support. Often, high tech options include voice output devices into which activity boards are programmed. When an icon is touched or activated, the device says the message out loud, and many high tech options have the capability of combining single icons into phrases and sentences.

Go Talk Now is the most commonly used AAC app in our SIP programs. Produced by the same company as ELSB and Building with Stories, Go Talk Now allows educators to complete communication boards that can be used to support both academic and communication goals for students in SIP. The Go Talk Now User Guide provides detailed instructions on use of the app. Shared communication boards are available to download from a shared g-mail account.

To access this account, go to the "Settings" in your communication iPad, click on "Mail, Contacts,& Calendars," then in the top right under "Accounts" choose "Add Account." Next, choose "Google," and then enter the name as AAC, the e-mail address as aac@rsed.org and the password as: RocketshipISE. Then, when you go into your "Mail" app, you can choose to

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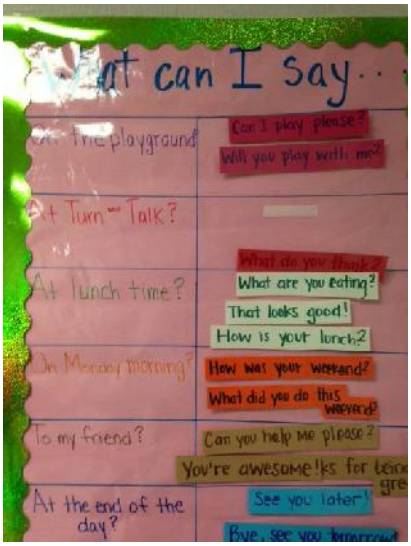
pull up the AAC account, and you will see that TJ has e-mailed shared AAC boards to this account. Just open an e-mail and click on the "Click here on your iPad to install this template" link, and then follow the instructions in our shared "AAC Board Sharing" "Receiving Boards" page on G-drive. Important note: Do NOT delete any e-mails from this account while you are logged into it! This will be a place for us to ALL access archives of our boards. If you have any questions or need help troubleshooting, please contact T.J. Ragan at tragan@rsed.org.

When you create a new communication board for a student, it is best to follow some agreed-upon norms. These are recommended to ensure access and consistency across boards for students and can be found here.

Environmental Language Supports

Environmental language supports can also support language development in both the SIP room and the general education environment. Consider including the following supports in both spaces (and see this post from The Autism Helper for lots of great examples of environmental language supports). Also consider providing sentence stems to encourage spontaneous language for students.



Teams may also want to consider using the Promoting Access to Alternate Modes of Response and Communication guide to support language development across educational spaces.

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Section 5: Assistive Technology

Assistive technology is any kind of technology that can be used to enhance the functional independence of a person with a disability. Often, for students with disabilities, accomplishing daily tasks such as talking with friends, going to school, or participating in recreational activities is a challenge. Assistive Technology (AT) devices are tools to help to overcome those challenges and enable people living with disabilities to enhance their quality of life and lead more independent lives. See this IRIS training module for a general overview of Assistive Technology, as well as ideas for effectively incorporating AT in to the classroom. Also view recommended learning apps for the ipad here.

iPad Learning Apps

The iPad is a highly useful assistive technology tool that supports both academic skill development and communication. All SIP programs have access to Ipads for both learning and communication, and some of our recommended learning apps include:

- Injini: The developers of the Injini suite are parents of a child with Autism, and they specially designed the app to create superior play-based learning experiences for students with cognitive, language, and fine motor delays.
- Starfall: The Starfall suite reinforces basic literacy and numeracy skills through engaging, play-based experiences.
- Skywriter: Skywriter is a fun way for students to practice fine motor and basic writing skills.
- One More Story: One More Story is an interactive online library of the best children's illustrated literature. Students can listen and follow along with highlighted text as a story is read to them, or read it themselves in the I Can Read It mode, clicking on words to hear them read aloud.
- Touch Math Apps: The Touch Math suite complements the physical Touch Math curriculum
- BookCreator: BookCreator allows students to create their own e-books, a great way to make reading applicable and engaging for students with disabilities

This wiki page describes seven stages of learner, ranging from Stage 1 where a learner is just beginning to use a device to control a computer, to Stage 7 where a learner is able to independently write using a computer. Apps are recommended for each stage of assistive technology user. View additional recommended iPad learning apps here.

Chromebook Modifications

There are a number of basic modifications that can be made to our Chromebooks in order to support students with visual disabilities or fine motor delays. These include:

- Enlarging the mouse

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- Slowing mouse movement
- Allowing Page Zoom
- Add text-to-speech functionality

Section 6: Behavior Supports

Behavior Intervention Plans

The process for creating behavior intervention plans is the same for all students, including students with moderate to severe disabilities, and includes:

> Identifying the target behavior → Collecting baseline data → Hypothesizing the function of the behavior → Generating a replacement behavior (that serves the same function) → Creating a SMART goal → Identifying necessary environmental changes → Creating a teaching and reinforcement plan, and → Developing a response/reaction plan.

However, behavior intervention plans for students with moderate-severe learning needs will often include unique supports designed to support students with more significant learning or communication needs. See some examples of high quality behavior intervention plans that have been created for students participating in the SIP program here. Also view behavior support tools here.

Visual Supports

Visual supports are an invaluable behavior management tool in the SIP program. Visual supports for behavior can include:

When/then charts: When/then charts provide a visual reminder to students of what tasks need to be completed before they can gain access to a preferred task.

Choice boards: Choice boards provide a visual representation of the incentive choices that a student can be working towards.

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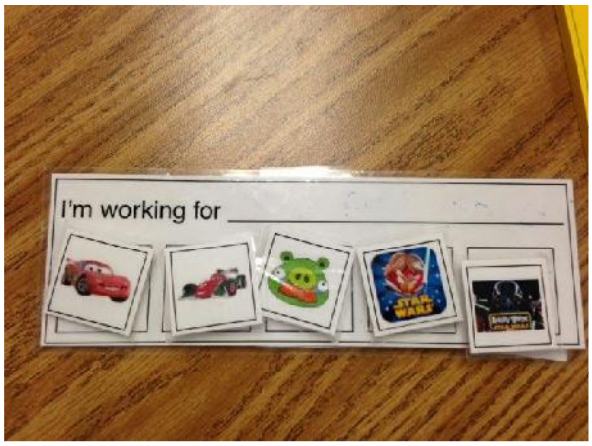
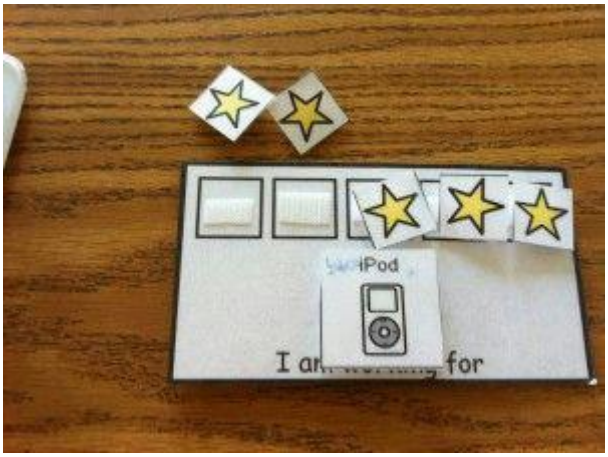


Incentive trackers/charts



Visual reminders of rules (classwide or for a specific student

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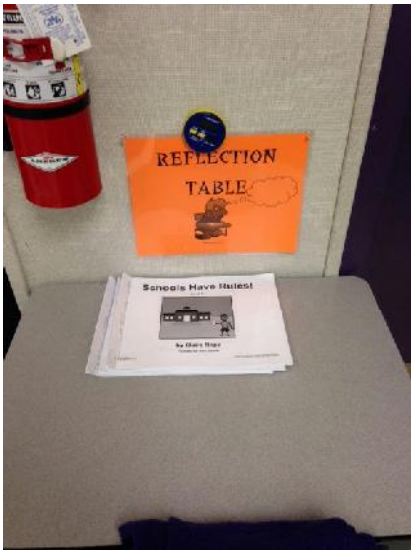
See the Autism Internet Modules for a great training module on visual supports.

Social Stories

Social stories or narratives are an evidence-based strategy for teaching routines or behavior expectations to students on the Autism Spectrum as well as other students with moderate to severe learning needs. A social story describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal of a Social Story is to share accurate social information in a patient and reassuring manner that is easily understood by its audience.'

Carol Gray is the guru of social stories, and her resources can be found at http://carolgraysocialstories.com/. When you're ready to create your own social stories, Autism Internet Modules includes a module on social narratives, which describes in detail how to create clear, effective social narratives to teach behavior expectations.

Example social story/reflection table at Rocketship Mosaic



Video Modeling

Video modeling is another evidence-based technique for teaching students behavior expectations and routines. In video modeling, the student or a staff member models the routine or expected behavior in a short video that also narrates the sequence or expectations. The video is recorded on an iPad, and can then be watched by the student as needed in the future to reinforce the expectations. The Autism Internet Modules includes a training module on how to structure video modeling as a behavioral instruction technique.

Sensory Supports

Students with moderate to severe needs often require additional sensory supports to access their classroom and academic settings. These supports could be as simple as a quiet fidget

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tool, scheduling sensory movement breaks throughout the student's day, or following a sensory diet. Sensory input can be calming or alerting to a student, and sensory supports should be provided with this in mind. Calming inputs include movements that are provided with deep, firm pressure (i.e. hugs, squishes) or input provided in a linear motion (i.e. rocking chair). Alerting inputs include movements that are quick and light (i.e. tickling, unexpected touch), or input that is rotational (i.e. spinning). Some students may also benefit from Sensory Stories for sensory activities or routines that would benefit from a social story (i.e. standing in line, eating lunch, circle time, etc).

Pencil with chew top for oral sensory input, and weighted grip for additional input into hand.

Rolling therapy balls across student's body for deep pressure (calming) input.

Sensory Breaks

Sensory breaks are sensory input and movement opportunities that are intentionally scheduled throughout a student's day to coincide with visible trends and to break longer chunks of time into more manageable amounts of time to attend. Sensory breaks take into account the environment, time of day, and input required by student. Sensory breaks should be created for an individual student to meet the needs of their schedule and sensory system, and should be updated whenever a schedule change occurs or routine is changed. Handouts can be found here and sample sensory break schedules can be found here.

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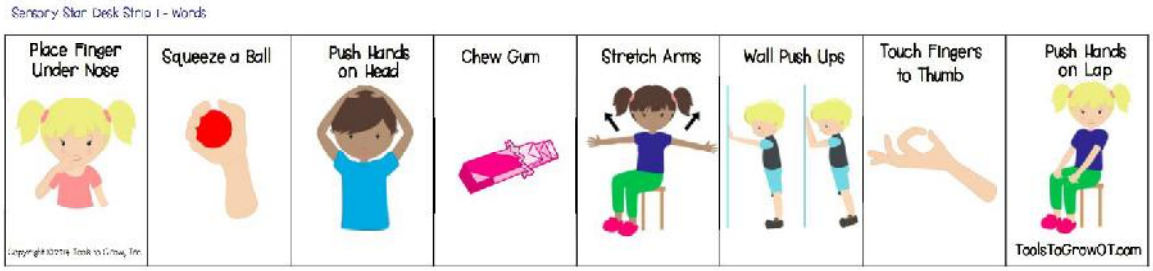

Sample Sensory Diet Desk Strips

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Section 7: Student Assessment Tools

Curriculum Based Measurements:
Curriculum-Based Measurements (CBM) is a method teachers use to find out how students are progressing in basic academic areas. CBM's support in measuring and tracking progress of discrete academic skills such as such as math, reading, writing, and spelling compared to peers across the nation. View CBM's and National norms here.

Student work samples and observations can also be used to assess student progress and responsiveness.

Section 8: Logistics and Operations

Setting up the SIP space
The SIP space should be set up to promote independence, access, and discrete skill growth. Within the physical space, the following space indicators and environmental supports and tools can be used to optimize student learning:

- Swing is hung up/sensory baskets available
- Student break procedure is visible
- Student calendar visible (e.g. for calendar math, school holidays, etc.)
- Staff and/or student facing wall schedule
- Individualized student visual schedule is accessible for target student within the space
- iPad charging station visible

Also within the SIP space, intentional work and sensory breaks should be differentiated within the space for target student. Staff monitors work break with timer and student has opportunity for choice prior to break.

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Appendix

SIP Box Tour

Curriculum and Supplemental Materials	• Step up to Writing • Touch Math • Rocket Math • ELSB • Reading Fluency Routines • Building with Stories • Sound Partners • Thematic Unit tools • Calendar Math tools
Behavior Support Tools	• Social stories • Zones of Regulation materials • Expected/Unexpected tools • The incredible 5 point scale • Sample Behavior Intervention Plans • Behavior planning tools
Classroom Tours	• Pictures • Video's
Setting up the SIP Space	• Optimizing the SIP space • Differentiated breaks • SIP room shopping list
Assistive Technology	• Recommended ipad app lists
AAC and Promoting Access to Response/ Communication	• Response and communication guide for school teams • Go Talk Now board set up instructions and norms
Program Overview and Assessment Tools	• SIP walk through rubric • Program overview
Peer Buddy Supports	• Facilitating up a peer buddy relationship • Peer buddy applications
Inclusion Support Tools	• Hierarchy of access • Prompting hierarchy

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Other Research/Informational Resources:

Encouraging meaningful interaction between students with disabilities and typically-developing peers

- Encouraging friendships between kids with disabilities and peers (Dos and Don'ts)

Supporting language development for students with severe communication needs

- AAC Overview (ASHA resource)
- Integrating AAC in to the Classroom (ASHA resource)

Professional Development Presentations

1. Building visual supports into the classroom environment
    - Make it Visual (presentation developed by Lindsay Smallwood, Special Education Teacher)
2. Supporting language development for students with severe communication needs
    - Introduction to AAC (Presentation developed by TJ Ragan, Bay Area SLP)
3. Classroom Behavior Support Strategies (including Sensory Supports)
    - Optimizing the SIP Room to Support Sensory Needs (Presentation developed by Larissa Ksar, Bay Area OT)
    - Sensory Smart Classrooms, Part 1 and Part 2 (Presentations developed by Larissa Ksar, Bay Area OT & Brianna Sullivan, Bay Area School Psych)
    - SIP Sensory Supports (Presentation developed by Larissa Ksar, Bay Area OT)
    - Function-Based Thinking and Planning (Presentation developed by Genevieve Thomas and Caitlin Gallagher, Bay Area Program Specialist)
    - Functional Behavior Assessment (IRIS module)
4. Work modification
    - Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities (IRIS module)
    - Accommodations: Instructional and Testing Supports for Students with Disabilities (IRIS module)
5. Autism Best Practices:
    - Autism Internet Modules - The Autism Internet Modules website provides video training modules that teach educational professionals how to implement a wide range of evidence-based best practices for working with students on the Autism Spectrum. Free account required to access the modules.

Disability specific resources

- The Autism Internet Modules website includes a 2 hour training module with lots of suggestions for structuring peer-mediated instruction and support in the general education classroom (password required).

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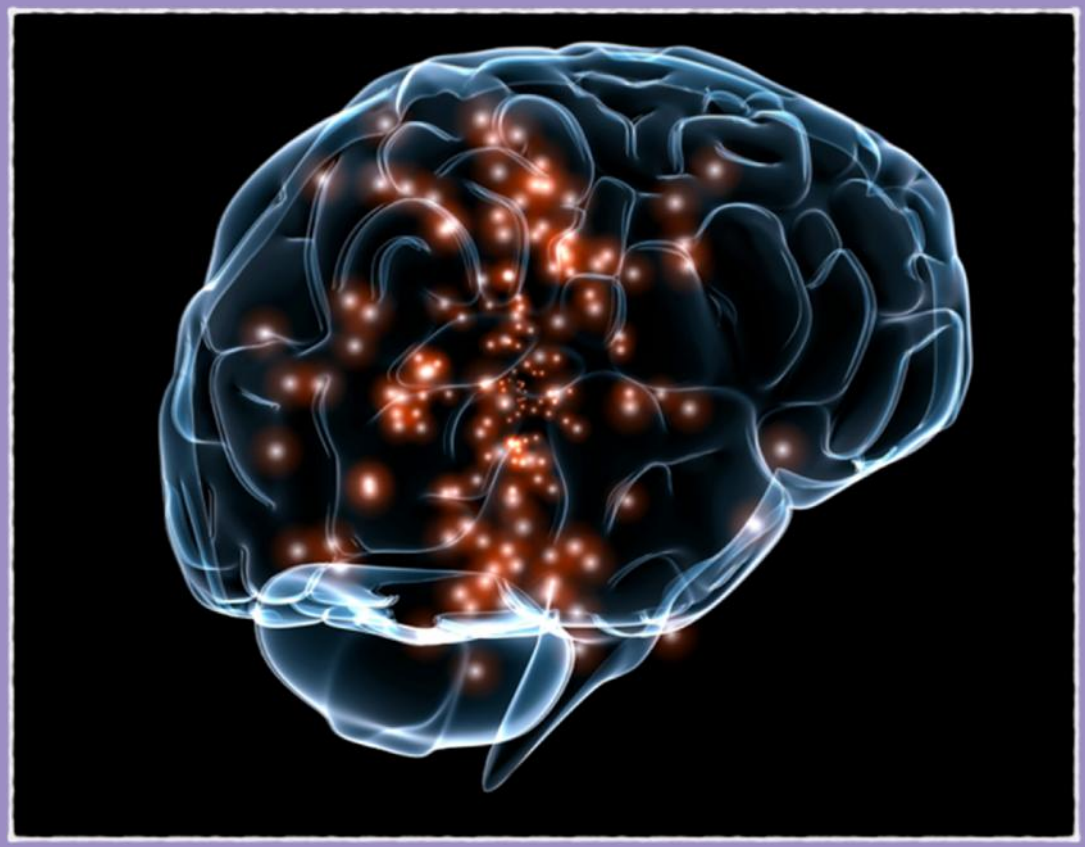
Intro to UDL

Achievement for All

Guess what?



You just applied UDL!

Agenda & Objectives

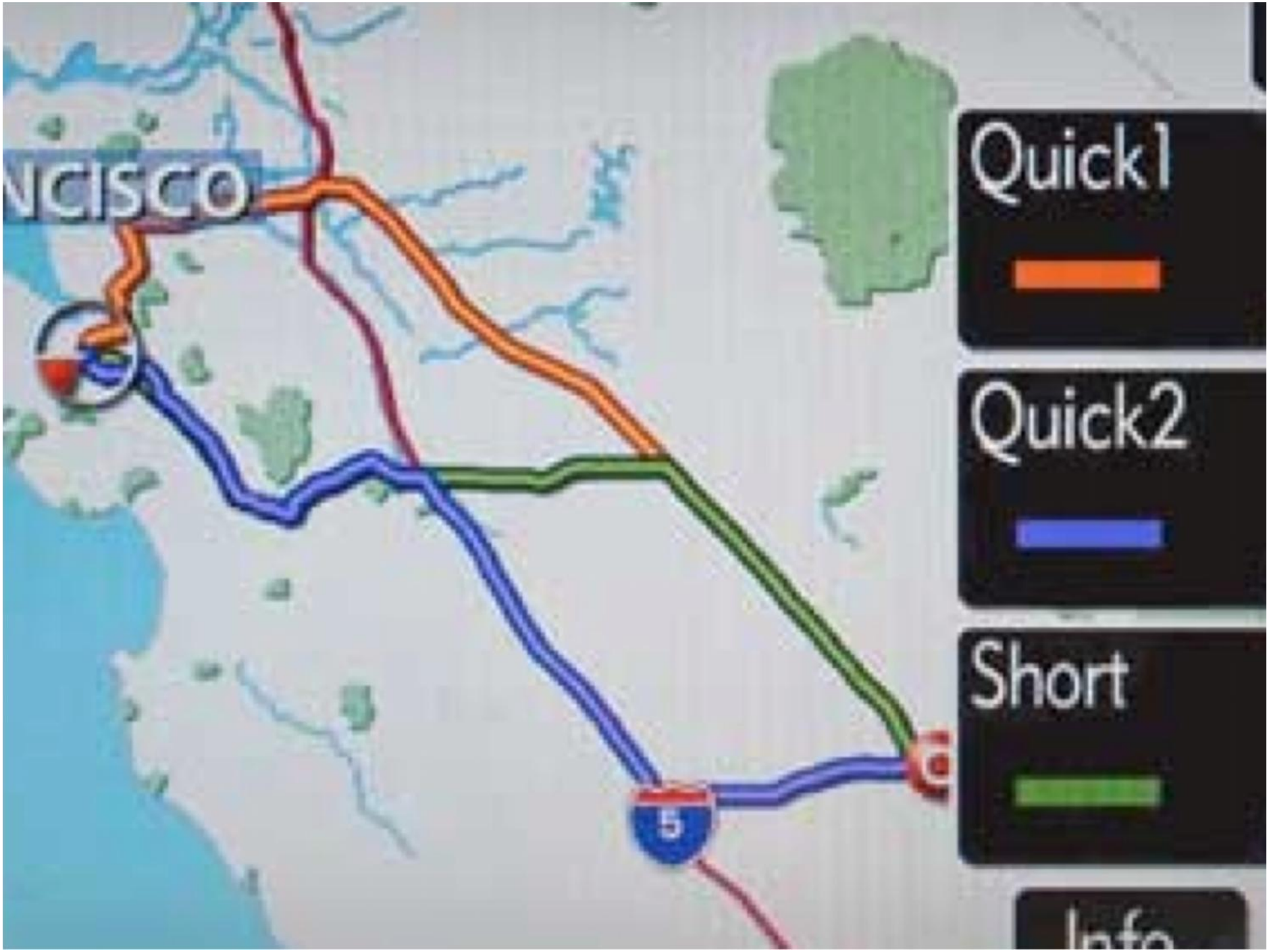
Component	Time
Warm-Up & Opening	5 min.
Intro to UDL	10 min.
Barriers	10 min.
UDL Case Study	30 min.
Reflection and Closing	5 min.

By the end of this session, teachers will…

- **articulate** the three areas of Universal Design for Learning (UDL) and **hypothesize** their application to planning and execution.
- **identify** barriers and pathways to address barriers for one case study student.

UD...What?

- Approach to curriculum
  - Planning and execution
- Mitigate barriers to maximize learning
  - Strength-based approach


NCISCO
Quick1
Quick2
Short
5

Where did universal design start?


cc

Universal

Curriculum that can be accessed and used by everyone.

Design

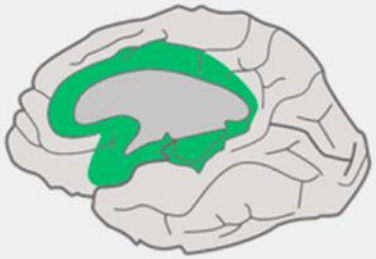
If you design for those in the margins, your design benefits everyone.

Learning

Learning is not one thing. We need a curriculum that engages the three networks.

UDL Networks

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

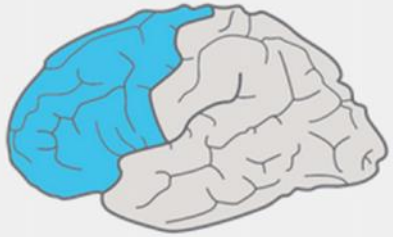
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

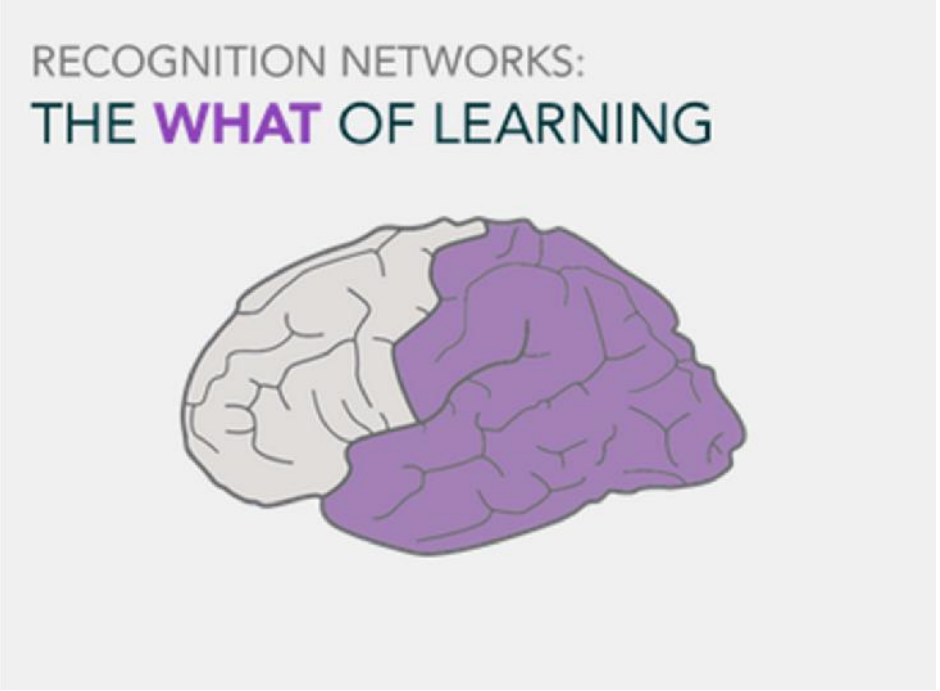


Action & Expression

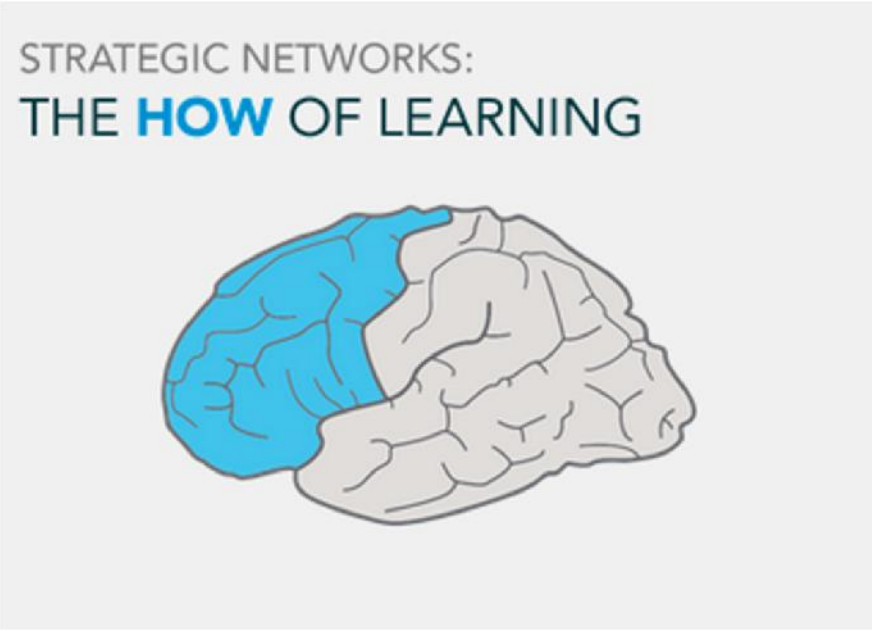
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Recognition → Representation

- Comprehension
- Perception
- Language Symbols

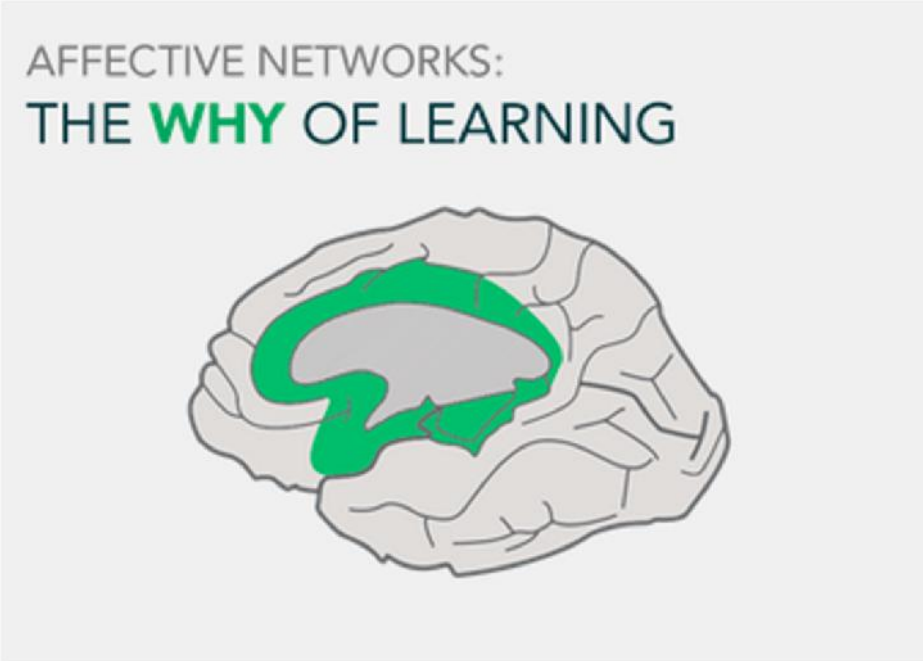


Strategic → Representation



- Physical Action
- Expression and Communication
- Executive Functioning

Affective → Engagement



- Recruiting Interest
- Sustaining Effort and Persistence
- Self-Regulation

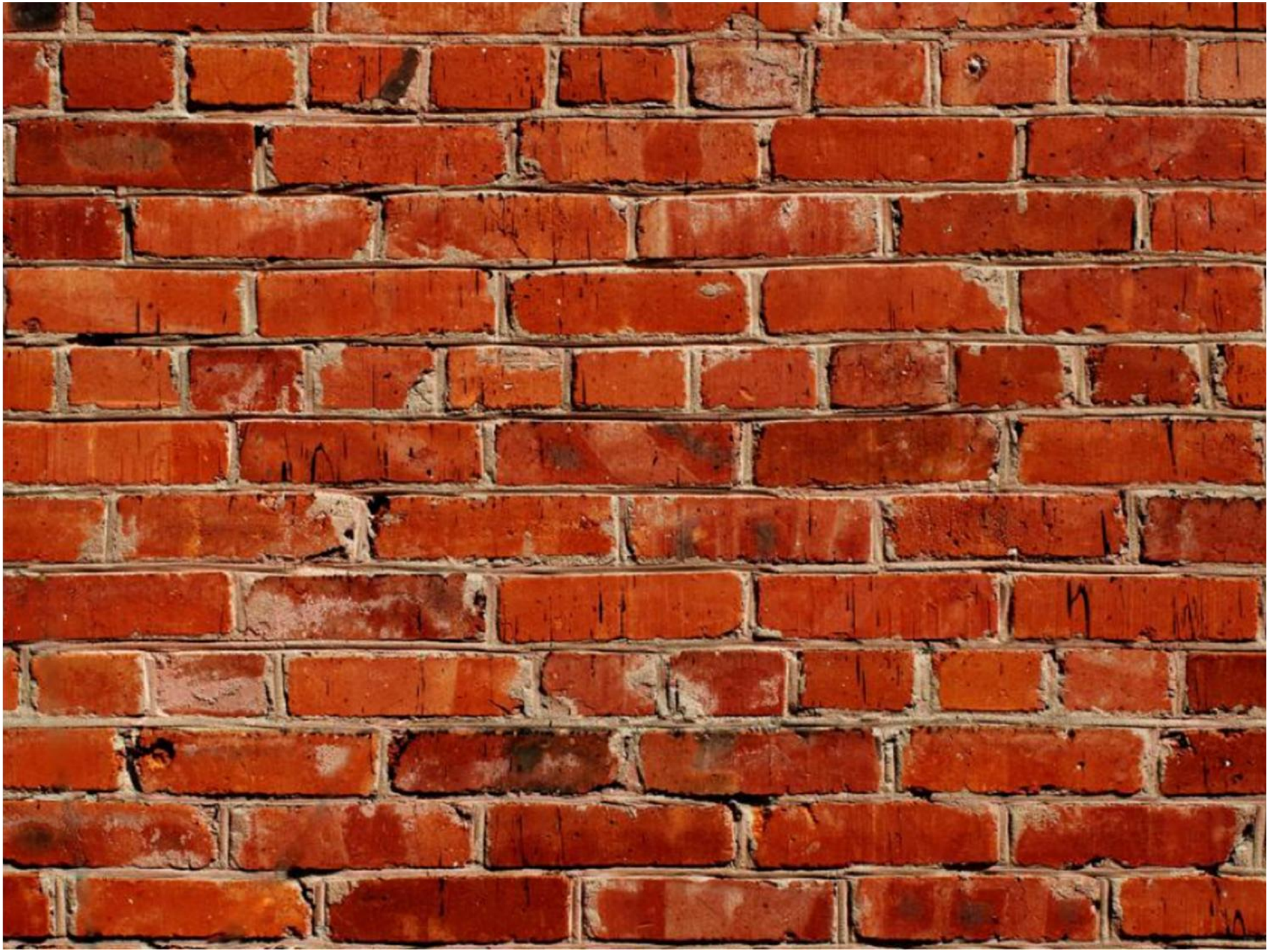
Teach, evaluate revise

Use UDL to plan learning

What are we here to do?

Identify potential barriers to learning

Materials, Methods, Assessment



Barriers: Materials

- Manipulatives
- Music/Sound
- Computer
- Paper/Pencil
- Video
- Text
- Images

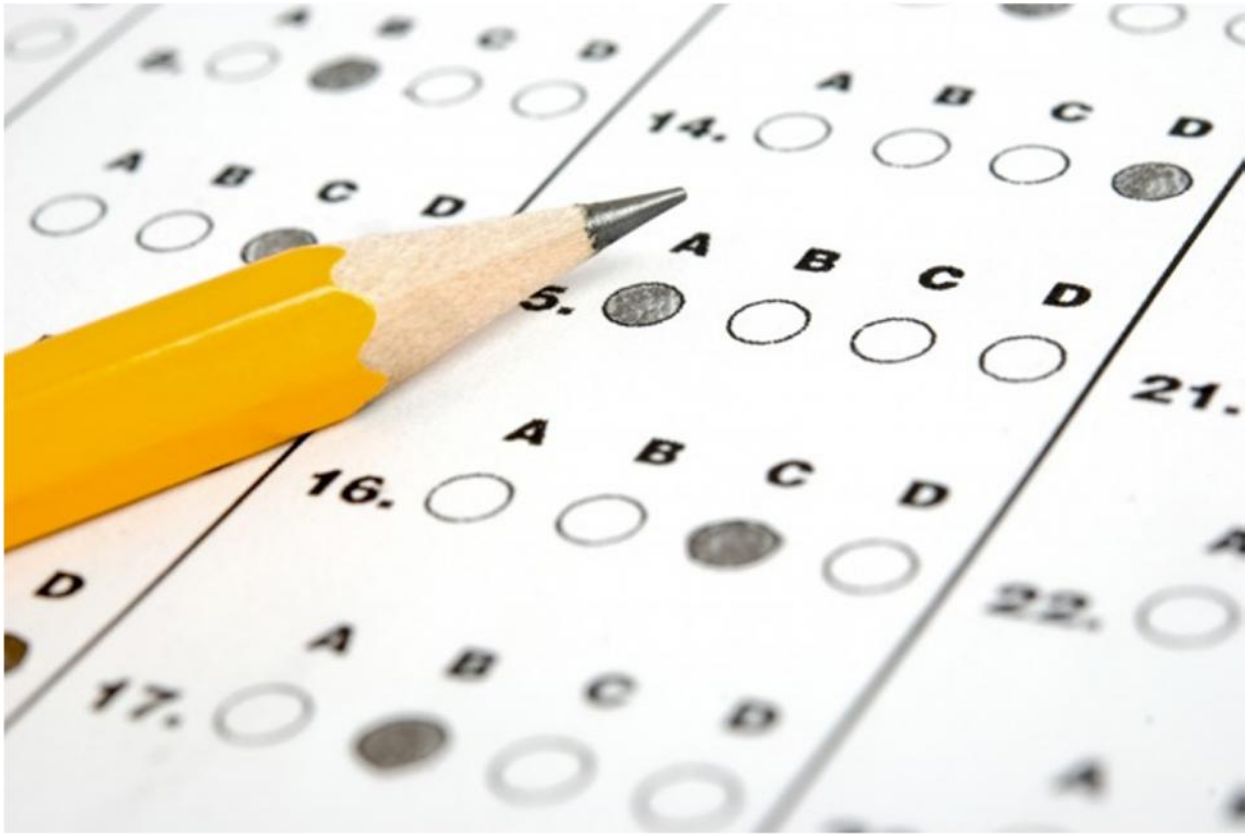
Barriers: Methods

- Seat Work
- Locations
- Groupings
- Written Presentation
- Lecture
- Reading
- Group Work

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Barriers: Assessment

- Matching
- Fill in the Blank
- Mult. Choice
- Essays
- Oral Presentations
- Powerpoint

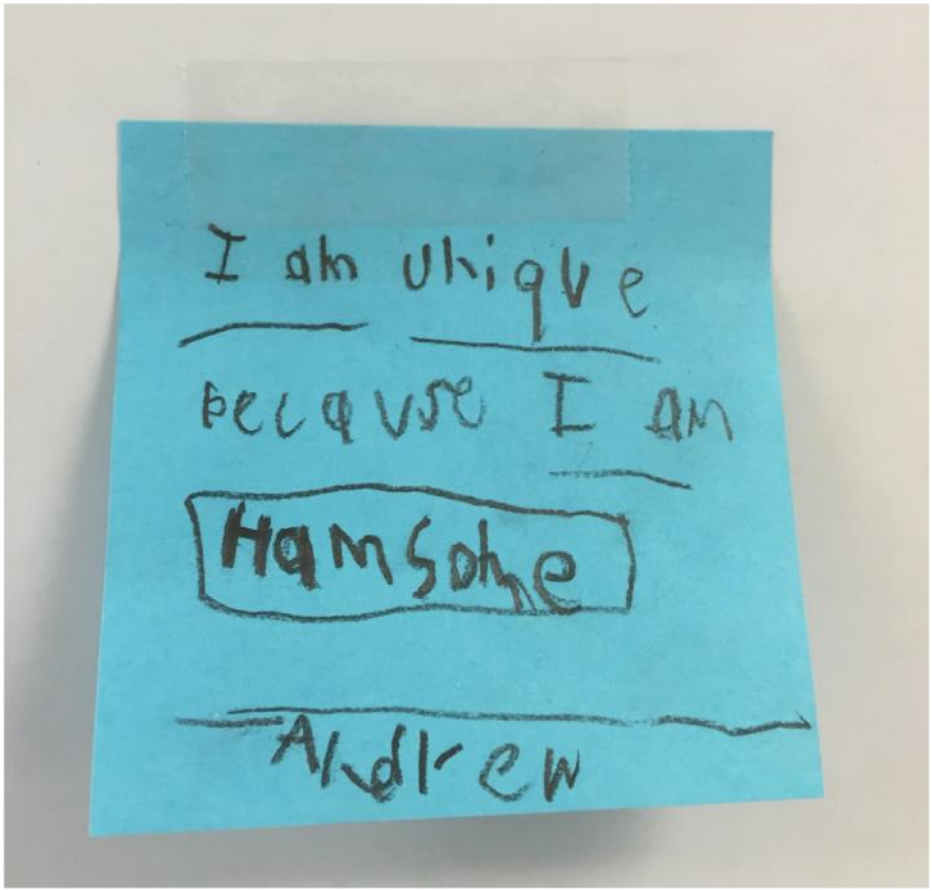


Gallery Walk

What barriers might students face in accessing materials, methods and assessments? Jot down your ideas on a post it.

Case Study

- Meet your students!
  - Strengths and interests
  - Potential barriers
- Strategies for...
  - Representation
  - Expression
  - Engagement



SWBAT write a paragraph describing the life cycle of a butterfly using domain-specific vocabulary.

UDL Principle	Key Question or Guideline	Lesson Component
Representation	How is the information in the learning activity presented to the student?	Students read a short article about a butterfly's life cycle.
Action + Expression	How will the student participate and demonstrate mastery in the learning activity?	Students write a paragraph that describes each stage in the metamorphosis cycle.
Engagement	How will students be motivated and sustain interest in the learning activity?	Students think-pair-share about an experience from their own lives.

UDL Principle: **Representation**

↳ UDL Guidelines (barriers that might prevent students from learning):

1 Perception

- Student may lack background knowledge

2 Language, Expressions, and Symbols

- Print is too small for student to read
- Print from photocopier is too light for student(s) to read

3 Comprehension

- Student is unable to decode the text
- Student may have difficulty retaining information if the text is too long

UDL Principle: **Representation**

UDL Guidelines (barriers that might prevent students from learning):

1. Perception
2. Language, Expressions, and Symbols
3. Comprehension

POSSIBLE BARRIERS TO COMPREHENSION

- Student is unable to decode the text
- Student may have difficulty retaining information if the text is too long

Checkpoints that specifically target barriers to comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Checkpoint	In order to...	The teacher could...
3.1	activate or supply background knowledge	review key vocabulary with illustrations before students engage with the text.
3.2	highlight patterns, critical features, big ideas, and relationships	chunk the text so each section corresponds to each stage of metamorphosis.
3.3	guide information processing	pair a graphic organizer with the text, providing a structured method for note-taking while students read.

Case Study

- With alike teachers...
  - Select a student profile
  - Read LP with student needs in mind
  - Brainstorm enhancements using UDL strategies handout

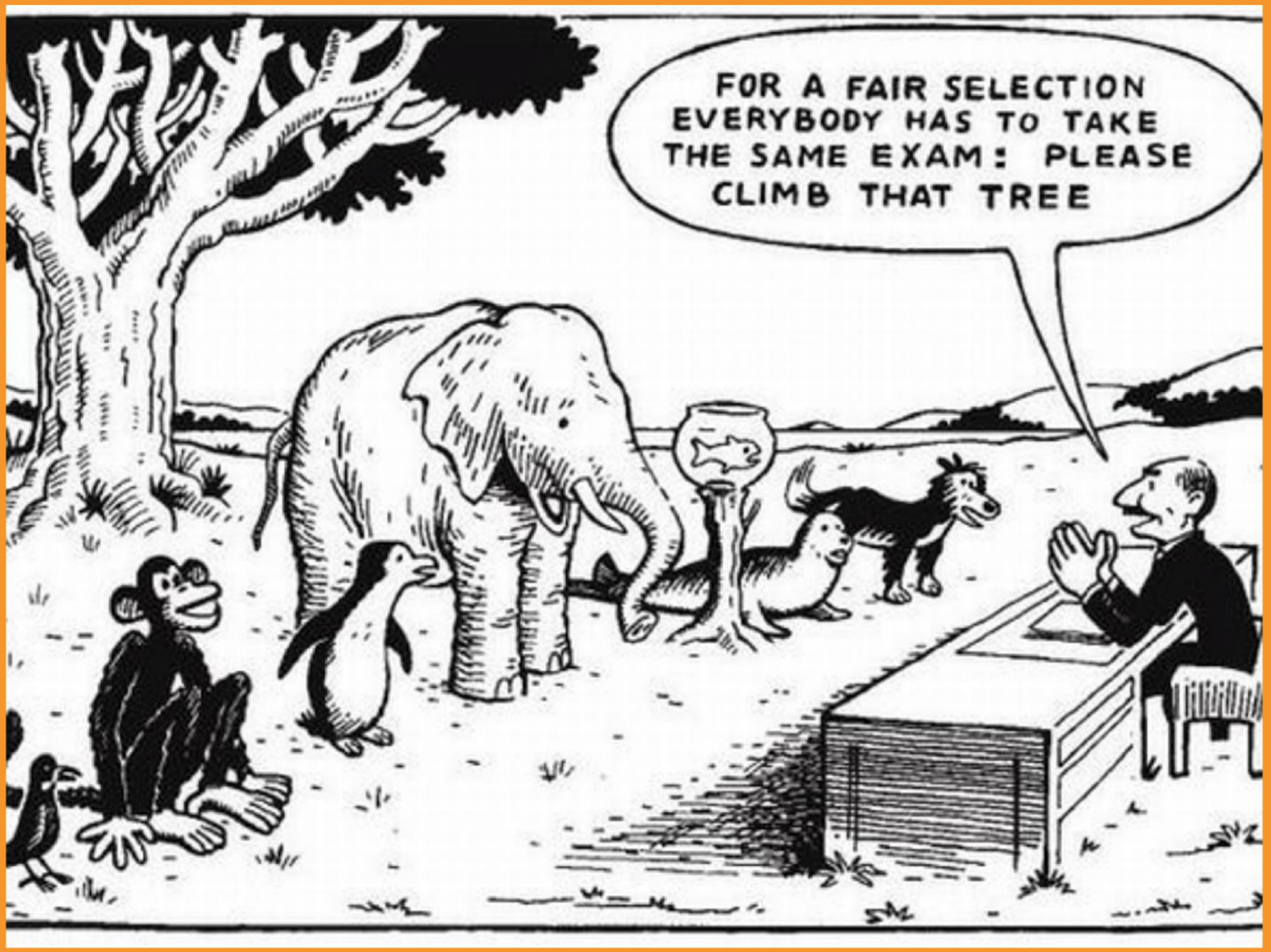
- Strategies for...
  - Representation
  - Expression
  - Engagement

Our Favorite Things

- Your packet!
- udlcenter.org
- cast.org
- goalbookapp.org
  - Paid
  - UDL Wizard
  - Pathways

Case Study Work Time

Case Study Presentations


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

Coming Up...

At your site...

- Co-planning with a UDL focus
- Observations focused on UDL elements

In the network...

- Quarterly PD
  - -Work analysis
  - -Co-planning
  - -What else?

Goodbye…for now!

By the end of this session, teachers will…

- **articulate** the three areas of Universal Design for Learning (UDL) and **hypothesize** their application to planning and execution.
- **identify** barriers and pathways to address barriers for one case study student.

Thank you!

Student Success Team (SST) and Pre-Referral Process

2015-2016

School Site Training

What is an SST?

- A Student Support Team (SST) meeting is a team-based problem-solving meeting for individual students.

- A team of key stakeholders (parents, teachers, a school leader, school psychologist, etc.) gather to share information, discuss concerns and create an intervention plan for individual students.

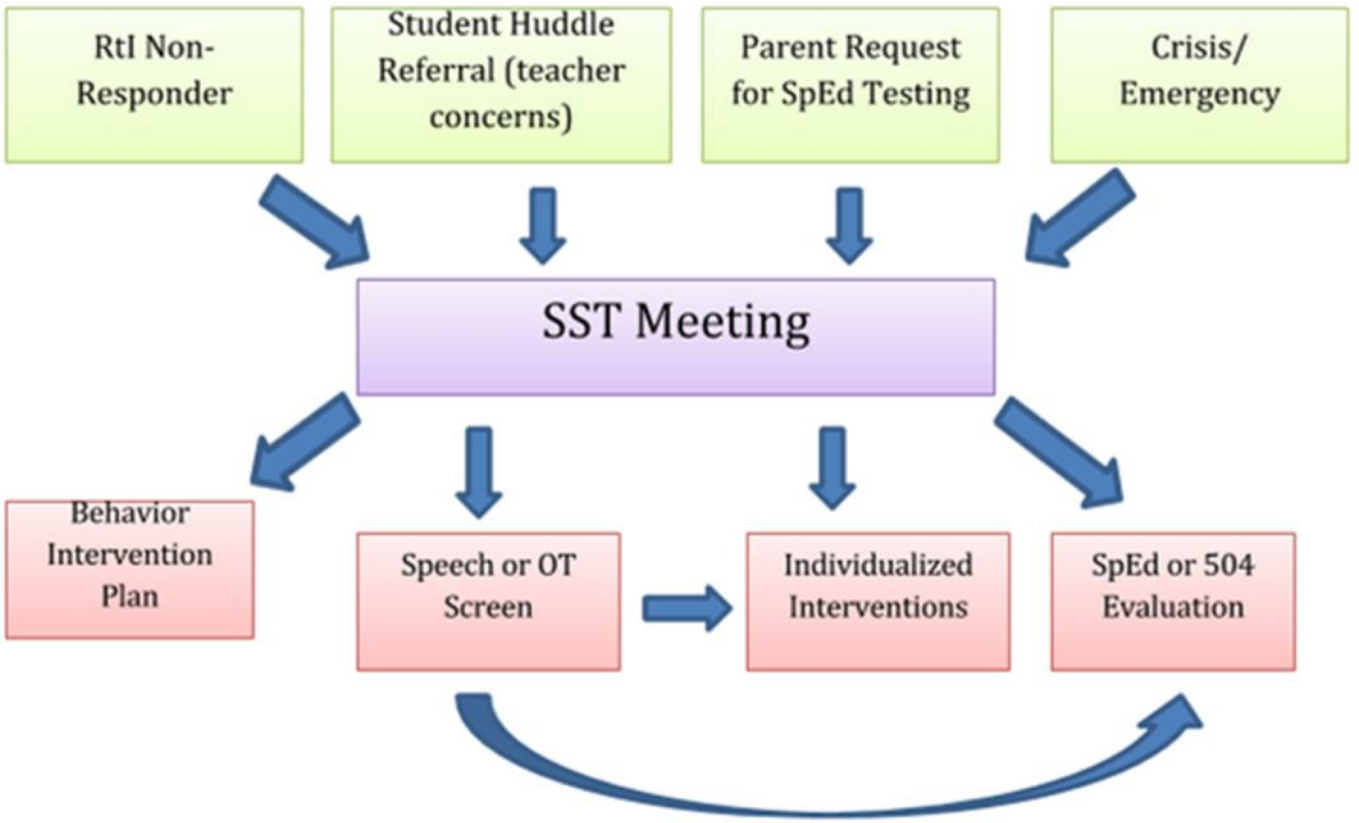
- This is also how we screen and filter kids to be evaluated for special education, when appropriate.

What is an SST?

The California Department of Education defines SST as:

"… a **positive school-wide early identification and early intervention process**. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed. Concerns are seen as obstacles to student success and not descriptors of the student or his character. As a regular school process, the SST intervenes with school and community support and a practical improvement plan that all team members agree to follow. Follow-up meetings are planned to provide a continuous casework management strategy to maximize the student's achievement and school experience."

SST at Rocketship



Step 1: Student Huddle

Designated blocks during **CPT**, during which a teacher can bring up students of concern.

Grade level team and coach brainstorm and align on strategies to try

Documentation begins

Examples of reasons to huddle:

- Slow/no academic growth on weekly assessments, STEP, benchmarks, etc.
- Students severely below grade level.
- Speech/OT concerns.
- Behaviors that impede learning.

Step 2: Student Huddle → SST

- If after about 4-6 weeks, student does not appear to be improving:
  - Coach and grade-level team decides whether it is appropriate to move to an SST.
  - Team brainstorms preliminary interventions.
  - Team discusses need for OT/Speech screen.
  - An SST meeting is scheduled during an open SST time-block

What does an SST meeting look like?

- 30-45 Minute Meeting
- Participants:
  - SL coaching grade level
  - Teachers
  - Parents are invited
  - School psychologist
  - Sometimes: Counselor, Speech Pathologist, Occupational Therapist, etc.

1. Review concerns and current data
2. Discuss relevant background history (health, file review, etc.)
3. Create intervention plan
4. Create a goal and plan to monitor progress
5. Sign consent for screenings (Speech/OT) if needed
6. Schedule follow-up meeting (about 6-8 weeks) later)

What if a parent comes to me and requests an assessment or Special Education services?

1. Tell your coach the same day that the parent brought up testing.

2. School Psychologist will attend a student huddle meeting to review data and determine next steps.

3. An SST meeting is held within 15 days of getting the parent request.

Note: A parent request does not ALWAYS result in an ISE evaluation.

Parent Request Flow-Chart

Parent *informally* brings up special ed

Inform your coach of the situation and the need to hold an SST meeting.

An SST meeting is held to discuss concerns

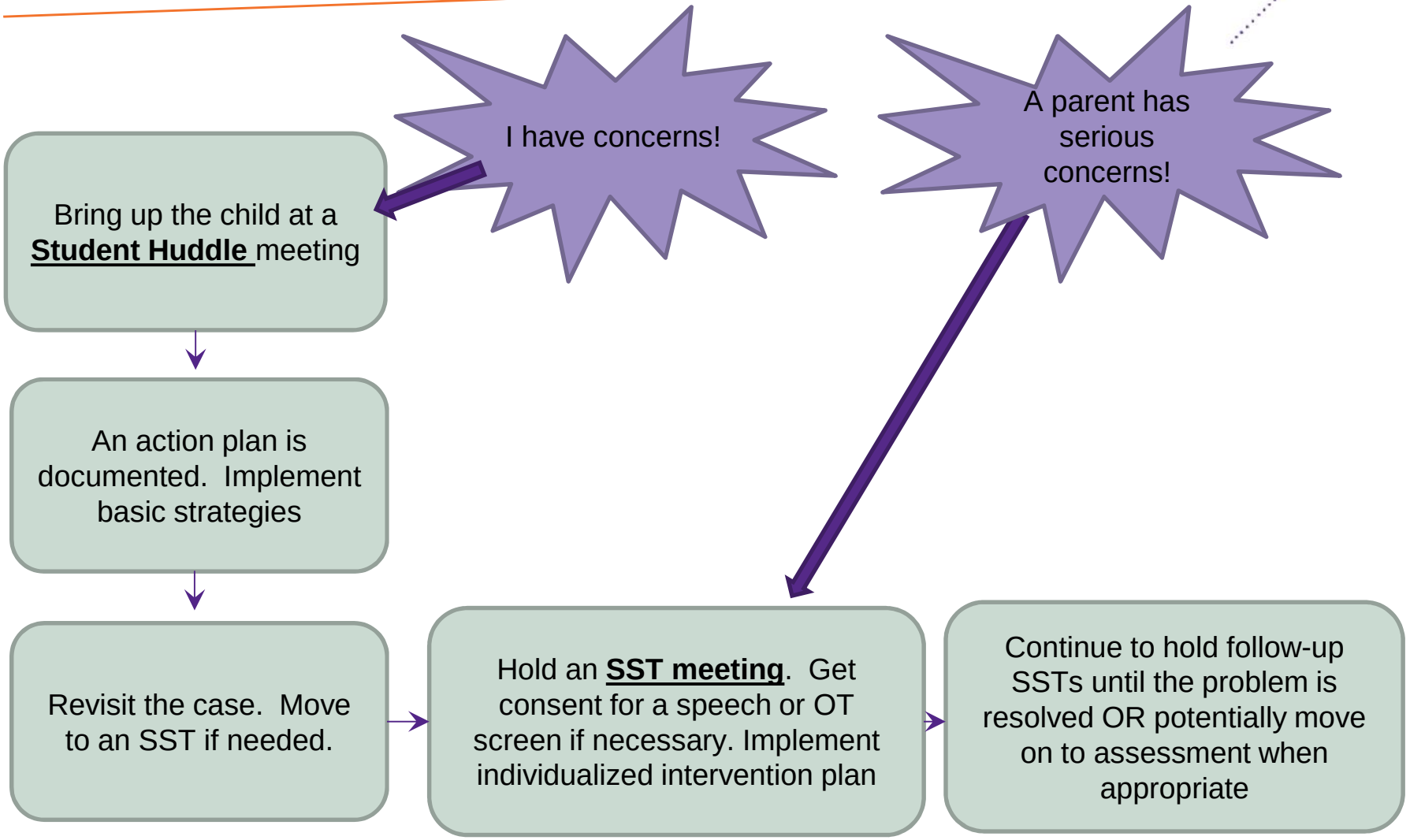
Parent *formally* requests testing and/or special education services

Inform your coach that day and hand over any paperwork

A student huddle is held with teachers, SL, psych/speech

And SST meeting is held with parents to formally respond

Summary Pre-Referral Flow-Chart for Teachers



Summary

- The purpose of SST meetings are *not* to place students on a track towards special education. However, SST meetings may eventually result in an evaluation.
- SST meetings are held when:
  - Students are not making expected academic growth.
  - Students are not responding to small group interventions
  - The student displays intensive behavioral needs
  - Parents formally request an evaluation
  - Emergency/crisis situations
- SST meetings will be held: _____

Rethinking elementary school from the ground up.

info@rsed.org
Twitter: @RocketshipED
www.rsed.org

ROCKETSHIP

Educational 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 for an ERMHS 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 to 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 assessment?

All ERMHS referrals at Rocketship will go through the school's assigned school psychologist. Teachers should not reach out directly to our Seneca ERMHS providers to refer a student for an ERMHS assessment. If a case manager suspects a student may require an ERMHS assessment, they should schedule a time to check-in with the school psychologist 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 an ERMHS assessment is warranted, the school psychologist will:

- Prepare an assessment plan and prior written notice
- Reach out to the Seneca Director of School Partnerships to coordinate assessment logistics

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 an ERMHS assessment, and who conducts the assessment?

An ERMHS 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, ERMHS assessments are multi-disciplinary and involve the school psychologist, the case manager, and the Seneca ERMHS provider. In order to determine the need for services, ERMHS 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 Seneca ERMHS provider, including observations in both the classroom and during unstructured times
- Interviews – completed by the Seneca ERMHS provider, with the teacher(s), the student, the family, and any other relevant stakeholders
- Instructional factors – completed by the ISE specialist

Following each assessment, the Seneca 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 Seneca ERMHS provider will write an evaluation report incorporating the assessment results from the school psychologist and the ISE Specialist 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 ERMHS evaluation, but the following services are all considered ERMHS services:

Service	Description	Possible Providers
Psychological Services	• Administering psychological and educational tests, and other assessment procedures • Interpreting assessment results • Obtaining, integrating and interpreting information about child behavior and conditions relating to learning • Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation and behavioral evaluations • Assisting in developing positive behavioral intervention strategies.	School psychologist

Service	Description	Possible Providers
Social Work Services	• Preparing a social or developmental history on a child with a disability • Group and individual counseling with the child and family • Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school • Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program • Assisting in developing positive behavioral intervention strategies.	Seneca ERMHS provider
Counseling & Guidance Services Individual Counseling	• Educational counseling to assist pupils in planning and implementing their educational program. • Personal counseling to help pupils develop their ability to function with social and personal responsibility *Note: Counseling & Guidance should be used for group-based services	School psychologist Seneca ERMHS provider
Parent Counseling & Training	• Assisting parents in understanding the special needs of the their child • Providing parents with information about child development • Helping parents acquire the necessary skills that will allow them to support the implementation of their child's IEP.	School psychologist Seneca ERMHS provider

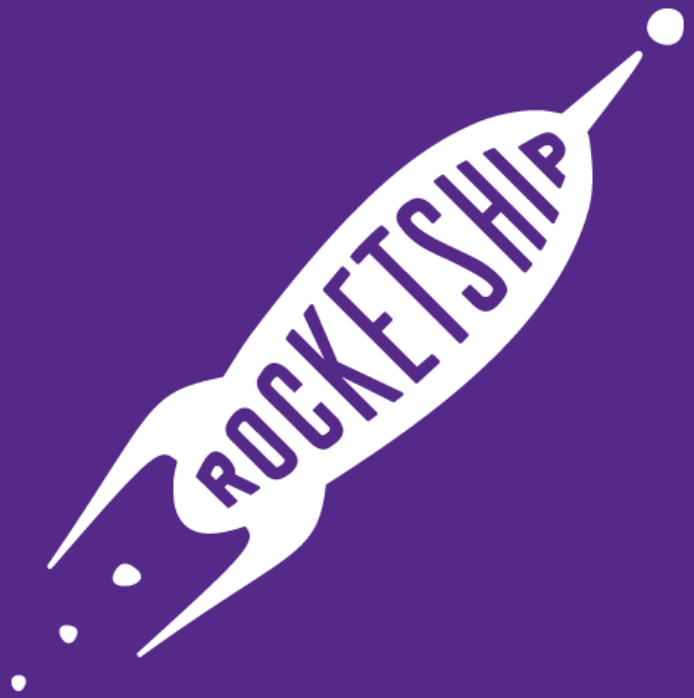
How do we write ERMHS goals?

Just like any other IEP service, ERMHS must have a corresponding goal. ERMHS goals should be specific, measureable, and aligned to the specific area of deficit. An example of a specific, measureable ERMHS goal is:

- By 11/04/2014, when prompted by a teacher or other adult, (STUDENT) will identify three appropriate social strategies for dealing with anger, disappointment, and frustration with 100% accuracy in three consecutive trials as measured by observation, interview with student, and data collection.

How do we update progress towards IEP goals?

Seneca 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 ISE case manager will be responsible for completing the progress report update in SEIS.



Teacher Performance Evaluation Update 2015-16

November 2015

Performance Management System

Review

Start of Year

Review Evaluation

Student Achievement

Parent Metrics

Teaching Performance Rubric (VOE)

Core Characteristics

Professional Growth Plan

Coaching cycles

Mid-Year Evaluation (Jan-Feb)

Professional Growth Plan

Coaching cycles

End of Year Evaluation (May-June)

Salary increase based on performance

Two Year Roll Out of Updates

Review

14-15 (15-16 Comp): Current System with Improvements

- Address most critical issues in policy and execution
- Focus on consistent use of CCs, VOE

15-16 (16-17 Comp): System based on Evaluation

- Compensation to be set by teacher evaluation rating and not NWEA MAP Average Growth alone (requires re-weighting of full evaluation)

- Increase transparency, communication, and clarity

Teacher Evaluation - Overview

Review

Student Achievement (50%)
- 2 Absolute Metrics
- 2 Growth Metrics

Parent Metrics (10%)
- Home Visits
- Parent Partnership Hours

Core Characteristics (20%)
- 5 core characteristics

Teaching Performance Rubric (20%)
6 pillars that relate to
1) culture of achievement
2) rigorous instruction

Written evaluations:
2x/year (Feb and May)

Ratings:
Based on weighting of 4 sections

1 Below
2 Approaching
3 Meets
4 Above
5 Exceeds

Teacher Evaluation – Student Achievement

New

Review (From August)		NEW! Full Rating Scale	
Weight	**Measure**	**1-5 Rating**	
5%	**Absolute:** % at national norm on NWEA MAP (50%tile)	**Math** 1=45 2=55 3=65 4=75 5=85	**ELA** 1=30 2=40 3=50 4=60 5=70
5%	**Absolute:** % Far Behind on NWEA MAP (<25%tile)	1=30 2=25 3=20 4=13 5=5	1=35 2=30 3=25 4=20 5=10
10%	**Growth:** % growing **<u>one year</u>** on MAP (Fall to Spring)	1=50 2=60 3=70 4=80 5=90	
30%	**Growth:** Average years of growth on MAP	1=1 2=1.2 3=1.4 4=1.6 5=1.8	

Teacher Evaluation – Parent Metrics

New

Review (from August)		NEW! Full Rating Scale
Weight	**Measure**	**Rating Scale**
5%	**Home Visits:** % of Home Visits Completed	1=92 2=94 3=96 4=98 5=100
5%	**Parent Partnership Hours:** % of Parents Completing 30 Hours	1=50 2=60 3=70 4=80 5=90

Note: No change to scale from 2014-15.

New

NEW Resource Available to Teachers (sent by e-mail in August):

Network Policy on Home Visits and Parent Partnership Hours (NEW for 2015-16)

Teacher Evaluation - Core Characteristics

Pursuit of Excellence
"Give the best and nothing less"

Innovation
"Reach Beyond"

Authenticity
"Live our values"

Community
"Broaden the circle and build"

Tenacity
"Blast through"

Each characteristic includes multiple indicators which are described in detail in a rubric

Resource Available to Teachers:

Core Characteristics Rubric (Same as 2014-15)

Teaching Performance Rubric

Domain 1: Culture of Achievement

Pillar 1: Invest Rocketeers in Vision and Goals
Pillar 2: Establish Rigorous Classroom Expectations
Pillar 3: Create Effective, Warm Learning Environment
Pillar 4: Invest in Families and the Rocketeer Community

Domain 2: Rigorous Instruction and Mastery

Pillar 1: Facilitate Rigorous Instruction
Pillar 2: Employ an Outcomes-Driven Approach

NEW Resource Available to Teachers:

New

Teaching Performance Rubric (NEW for 2015-16)

Key Changes from 2014-15

Key Change	Rationale
Include MAP Average Growth in Eval	• Aligns eval and band placement in one system • Provides teachers with one overview of their work
Use % growing 1 year instead of % growing 1.5 years	• More distinct from avg. growth than % growing 1.5 yrs • Recognizes teachers who make growth with many/all students already at grade level • May be better aligned with common core approach to depth over breadth
Implement parent metrics policies and trackers	• Provides policy to ensure consistent expectations on counting home visits and hours across all schools • Provides tools for schools to track metrics consistently
Provide Teaching Performance Rubric	• Gives greater clarity and consistency in scoring

Further questions?

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Teaching Performance Rubric

DOMAIN 1: CULTURE OF ACHIEVEMENT

Pillar 1.1: Invests Rocketeers in Vision and Goals		Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)
Common vision of success	Vision of grade level excellence	Is inconsistent in establishing, communicating, and/or demanding a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Sometimes establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	The majority of the time establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Consistently establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Almost always establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.
Goal orientation	Establishes SMART goals	Is inconsistent in establishing specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.	Sometimes establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that may or may not be strongly rooted in student data.	Usually establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that may or may not be strongly rooted in student data.	Consistently establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.	Almost always serves as a model for establishing specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.
Motivation and persistence towards goals	Invests students in goals	Is inconsistent in using a range of engagement strategies to increase student investment and overall enthusiasm in attaining their goals.	Sometimes utilizes engagement strategies to increase student investment and overall enthusiasm in attaining their goals. These engagement strategies are a blend of intrinsic and extrinsic student investment in their pursuit of their goals	Usually utilizes some of the engagement strategies to increase student investment and overall enthusiasm in attaining their goals These strategies are a blend of intrinsic and extrinsic student investment in their pursuit of their goals.	Consistently utilizes the majority of the engagement strategies to increase student investment and overall enthusiasm in attaining their goals The majority of these engagement strategies yield intrinsic student investment in their pursuit of their goals.	Almost always serves as a model for using almost all engagement strategies. Intrinsic student investment is exceedingly high upon entering the classroom, and students display a deep enthusiasm in attaining their goals.
	Communicates progress of goals	Less than 50% of students know their goals and know what the aligned next steps are to meet their goals.	50-75% of students know their goals and know what the aligned next steps are to meet their goals.	75% of students know their goals and know what the aligned next steps are in meeting their goals.	76-85% of students know their goals and know what the aligned next steps are to meet their goals.	More than 85% of students know their goals and know what the aligned next steps are to meet their goals.
Pillar 1.2: Establish Rigorous Classroom Expectations		**Below (1)**	**Approaching (2)**	**Meets (3)**	**Above (4)**	**Exceeds (5)**
Clear expectations	Clear expectations and directions	Expecations could be more consistently developed for prioritized student habits. Expectations could be more explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Could be more consistent in establishing, communicating, and demanding high expectations for student learning.	Expecations are sometimes clearly developed for prioritized student habits. Expectations are sometimes explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Somtime establishes, communicates, and demands high expectations for student learning.	Expecations are usually clearly developed for prioritized student habits. Expectations are usually explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Usually establishes, communicates, and demands high expectations for student learning.	Expecations are consistently clearly developed for prioritized student habits. Expectations are consistently explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Consistently establishes, communicates, and demands high expectations for student learning.	Expecations are almost always developed for prioritized student habits. Expectations are almost always explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Almost always establishes, communicates, and demands high expectations for student learning.
Thoughtful systems and routines	Classroom procedures and what to do	Classroom routines are inconsistently efficient, allowing the teacher to maximize instrutional time. Inconsistently gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are sometimes efficient, allowing the teacher to maximize instrutional time. Sometimes gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are usually efficient, allowing the teacher to maximize instrutional time. Usually gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are consistently efficient, allowing the teacher to maximize instrutional time. Almost almost always gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are almost always efficient, allowing the teacher to maximize instrutional time. almost always gives directions that are specific, concrete, sequential and/or observable.
	Student Habits	Student inconsistently move urgently to maximize every minute. Students inconsistently demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students inconsistently demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students inconsistently go Above and Beyond in both academic and non-academic pursuits.	Student sometimes move urgently to maximize every minute. Students sometimes demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students sometimes demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students sometimes go Above and Beyond in both academic and non-academic pursuits.	Student usually move urgently to maximize every minute. Students usually demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students usually demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students usually go Above and Beyond in both academic and non-academic pursuits.	Students consistently move urgently to maximize every minute. Students almost almost always demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students almost almost always demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students almost almost always go Above and Beyond in both academic and non-academic pursuits.	Student almost always move urgently to maximize every minute. Students almost always demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students almost always demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students almost always go Above and Beyond in both academic and non-academic pursuits.
	Positive Framing & Teacher Tone	50-60% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is inconsitently efficient, respectful and positive. Inconsistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	60-70% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is sometimes efficient, respectful and positive. Sometimes narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	70-80% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is efficient, respectful and positive. Usually narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	80-90% of the time the teachers is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is consistently efficient, respectful and positive. Consistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	90-100% of the time the teachers is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is nearly almost always efficient, respectful and positive. Consistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.
	Student Joy & Engagement	Students are inconsistently joyful and excited to be in school 60% of students are engaged in classroom activities 60% of students exhibit professional posture	Some students usually seem to be joyful and excited to be in school 70% of students are engaged in classroom activities 70% of students exhibit professional posture	Most students usually seem to be joyful and excited to be in school 80% of students are engaged in classroom activities 80% of students exhibit professional posture	Nearly all students usually seem to be joyful and excited to be in school 90% of students are engaged in classroom activities 90% of students exhibit professional posture	Nearly all students usually seem to be joyful and excited to be in school 100% of students are engaged in classroom activities 100% of students exhibit professional posture
	Strong Voice	Economy of language: minimal language is rarely used to build student compliance Teacher frequently allows student side conversations while talking Teachers/leaders frequently engages student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher infrequently uses square up/stand still and proximity to maintain student compliance Quiet power: teacher infrequently speaks slowly and quietly to develop compliance	Economy of language: minimal language is sometimes used to build student compliance Teacher sometimes does not allow student side conversations while talking Teachers/leaders sometimes engages in student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher sometimes uses square up/stand still and proximity to maintain student compliance Quiet power: teacher sometimes speaks slowly and quietly to develop compliance	Economy of language: minimal language is usually used to build student compliance Teacher usually do not allow student side conversations while talking Teacher usually do not engage student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher usually uses square up/stand still and proximity to maintain student compliance Quiet power: teacher usually speaks slowly and quietly to develop compliance	Economy of language: minimal language is consistently used to build student compliance Teacher consistently does not allow student side conversations while talking Teachers/leaders consistently does not engage student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher consistently uses square up/stand still and proximity to maintain student compliance Quiet power: teacher consistently speaks slowly and quietly to develop compliance	Economy of language: minimal language is nearly almost always used to build student compliance Teacher nearly almost always does not allow student side conversations while talking Teachers/leaders nearly almost always does not engage student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher nearly almost always uses square up/stand still and proximity to maintain student compliance Quiet power: teacher nearly almost always speaks slowly and quietly to develop compliance
	What to Do	Directions are often vague and can be difficult to follow/understand Teacher may often narrates what not to do intstead of what to do	Directions could be more specific, concrete, sequential and/or observable More specific directions could be offered if students do not comply Teacher sometimes narrates what not to do instead of what to do.	Directions are usually specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher usually narrates compliance instead of telling what not to do.	Directions are consistently specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher consistently narrates compliance instead of telling what not to do.	Directions are almost always specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher almost always narrates compliance instead of telling what not to do.

	100%	40%+ of class time is spent redirecting students 60% of students are on task during group work 50% of students are able to answer upon being cold-called	30% of class time is spent redirecting students 70% of students are on task during group work 60% of students are able to answer upon being cold-called	20% of class time is spent redirecting students 80% of students are on task during group work 70% of students are able to answer upon being cold-called	10% of class time is spent redirecting students 90% of students are on task during group work 80% of students are able to answer upon being cold-called	Less than 10% of class time is spent redirecting students 100% of students are on task during group work 90% of students are able to answer upon being cold-called
	Student Response to Correction	Corrections for students are infrequently quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are sometimes fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are usually fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are consistently quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are almost almost always fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.
	Do it Again	Teacher infrequently asks student to repeat incorrect group actions regularly When repeated, student behavior may still not meet expectations	When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75% of the time Actions are repeated until 90% of the the students are compliant	When student group actions are done incorrectly (walking hallway, taking out materials, etc) teacher has class repeat actions 80% of the time Action are repeated until 95% the students are compliant, the do it again is usually effective.	When student group actions are done incorrectly (walking hallway, taking out materials, etc) teacher has class repeat actions 90% of the time Action are repeated until 100% the students are compliant	Student group actions are done uniformly every time There is no evident need for “Do It Again”; it clearly has been done before
	Tracking	Students track the teacher less than 70% of the time. Students track their peer less than 60% the time.	Students track the teacher 70% of the time. Students track their peers 60% of the time.	Students track the teacher 80% of the time. Students track their peers 70% of the time.	Students track the teacher 90% of the time. Students track their peers 80% of the time.	Students track the teacher 100% of the time. Students track their peers 90% of the time.
	Be Seen Looking / Radar	60% of the time teacher stands in location that gives them best view of students Teacher infrequently uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Infrequently uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	70% of the time teacher stands in location that gives them best view of students Teacher sometimes uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Sometimes uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	80% of the time teacher stands in location that gives them best view of students Teacher usually uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Sometimes uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	90% of the time teacher stands in location that gives them best view of students Teacher consistently uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Consistently uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	100% of the time teacher stands in location that gives them best view of students Teacher almost always uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Almost always uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson
	Art of the Consequence	60% of the time teacher identifies and uses the least invasive correction for the student or group. 60% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 60% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Some of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is infrequently actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	70% of the time teacher identifies and uses the least invasive correction for the student or group. 70% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 70% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Some of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is sometimes actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	80% of the time teacher identifies and uses the least invasive correction for the student or group. 80% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 80% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Most of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is usually actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	90% of the time teacher identifies and uses the least invasive correction for the student or group. 90% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 90% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Most of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is consistently actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	100% of the time teacher identifies and uses the least invasive correction for the student or group. 100% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 100% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. All of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is almost almost always actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.
Pillar 1.3: Create a Learning Environment		**Below (1)**	**Approaching (2/3)**	**Meets (3)**	**Above (4)**	**Exceeds (5)**
Physical space	Classroom environment	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are infrequently organized, functional, and current. Classroom is infrequently clean and organized. Classroom materials are infrequently well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are sometimes organized, functional, and current. Classroom is sometimes clean and organized. Classroom materials are sometimes well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are usually organized, functional, and current. Classroom is generally clean and organized. Classroom materials are usually well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are consistently organized, functional, and current. Classroom is consistently clean and organized. Classroom materials are consistently well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are almost always organized, functional, and current. Classroom is almost almost always clean and organized. Classroom materials are almost almost always well maintained.
Class culture	Relationships with students	Infrequently establishes positive relationships with students that support learning.	Sometimes establishes positive relationships with students that support learning.	Usually establishes positive relationships with students that support learning.	Consistently establishes positive relationships with students that support learning.	almost always establishes positive relationships with students that support learning.
Interpersonal relationships	Building social and emotional intelligence	Few of the studnets are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher infrequently uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is infrequently aligned to the SEL expectations of the classroom.	Some of the of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Usually uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is usually aligned to the SEL expectations of the classroom.	Many of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher usually uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is usually aligned to the SEL expectations of the classroom.	Many of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher consistently uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is consistently aligned to the SEL expectations of the classroom.	All of the students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher almost almost always uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is almost almost always aligned to the SEL expectations of the classroom.
Pillar 1.4: Invest in Rocketship Families and the Rocketeer Community		**Below (1)**	**Approaching (2)**	**Meets (3)**	**Above (4)**	**Exceeds (5)**
Building relationships and mobilizing families	Relationships with families	Infrequently communicates with families to inform parents of the instructional program and student progress. Infrequently makes phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive.	Sometimes communicates with families to inform parents of the instructional program and student progress. Makes some phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive.	Usually communicates with families to inform parents of the instructional program and student progress. Usually makes frequent phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive but sometimes proactive.	Consistently communicates frequently with families to inform them of the instructional program and student progress. Consistently makes regular, sometimes pro-active phone calls or conducts in-person conversations, keeping parents informed of successes and struggles AND phone calls/conversations are consistently proactive and effectively reactive.	Almost always communicates frequently with families to inform them of the instructional program and student progress. Almost always makes regular, sometimes pro-active phone calls or conducts in-person conversations, keeping parents informed of successes and struggles AND phone calls/conversations are consistently proactive and effectively reactive.
DOMAIN 2: RIGOROUS INSTRUCTION AND MASTERY						
Pillar 2.1: Facilitate Rigorous Instruction		**Below (1)**	**Approaching (2)**	**Meets (3)**	**Above (4)**	**Exceeds (5)**

Daily, unit, and long-term planning	Streamlined instruction	Daily, unit, and long term plan for teacher's content area are infrequently backwards planned, objective driven, and well-aligned Unit plans infrequently include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are sometimes backwards planned, objective driven, and well-aligned Unit plans in particular sometimes include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are usually backwards planned, objective driven, and well-aligned Unit plans in particular usually include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are consistently backwards planned, objective driven, and well-aligned Unit plans in particular consitently include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area serve as an exemplar for being almost always backwards planned, objective driven, and well-aligned Unit plans in particular serve as an exemplar for well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.
Clear objectives and lesson cycles	Objective driven	60% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are infrequently aligned with the objectives that are outlined in the lesson plan Activities are infrequently aligned to the objectives.	70% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are sometimes aligned with the objectives that are outlined in the lesson plan Activities are sometimes aligned to the objectives.	80% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are usually aligned with the objectives that are outlined in the lesson plan Activities are usually aligned to the objectives.	90% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are consistently aligned with the objectives that are outlined in the lesson plan Activities are consistently aligned to the objectives.	100% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are almost always aligned with the objectives that are outlined in the lesson plan Activities are almost always aligned to the objectives.
	Careful planning	Lessons infrequently meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is infrequently prepared to deliver high quality lessons	Lessons sometimes meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is sometimes prepared to deliver high quality lessons	Lessons usually meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is usually prepared to deliver high quality lessons	Lessons consistently meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is consistently prepared to deliver high quality lessons	Lessons almost always meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is almost always prepared to deliver high quality lessons
Pacing	Appropriate timing	Pace of instruction is inconsistently efficient, engaging, and/or urgent. Some classroom time is for teaching and learning, but there is a significant amount of time that could be used more effectively. Teacher infrequently uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is sometimes efficient, engaging, and/or urgent. Some classroom time is for teaching and learning, but there is some time that could be used more effectively. Teacher sometimes uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is usually efficient, engaging, and/or urgent. Most classroom time is for teaching and learning, but there is some time that could be used more effectively. Teacher usually uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is consistently efficient, engaging, and/or urgent. Most classroom time is for teaching and learning. Teacher uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is almost almost always efficient, engaging, and/or urgent. Classroom time is almost always for teaching and learning. Teacher almost always uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.
Adjusting to Data	Checking for understanding and responsiveness to daily student learning	Infrequently uses a few checking for understanding techniques to monitor student learning. Infrequently uses real-time data to adjust instruction.	Sometimes uses a few checking for understanding techniques to monitor student learning. Sometimes uses real-time data to adjust instruction.	Usually uses a few checking for understanding techniques to monitor student learning. Usually uses real-time data to adjust instruction.	Consistently uses a few checking for understanding techniques to monitor student learning. Consistently uses real-time data to adjust instruction.	Almost always uses a few checking for understanding techniques to monitor student learning. Almost always uses real-time data to adjust instruction.
Rigor and differentiation	Teacher-student talk ratio	Students infrequently demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is infrequently a balance of being teacher and student centered Students infrequently have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students sometimes demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is sometimes a balance of being teacher and student centered Students sometimes have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students usually demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is usually a balance of being teacher and student centered Students usually have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students consistently demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is consistently a balance of being teacher and student centered Students consistently have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students almost always demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is almost always a balance of being teacher and student centered Students almost always have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response
	Use of instructional strategies	Activities are infrequently academically rigorous and highly engaging. Infrequently uses modeling, guided practice, and independent practice.	Activities are usually academically rigorous and highly engaging. Usually uses modeling, guided practice, and independent practice.	Activities are usually academically rigorous and highly engaging. Usually uses modeling, guided practice, and independent practice.	Activities are consistently academically rigorous and highly engaging. Consistently uses modeling, guided practice, and independent practice.	Activities are almost always academically rigorous and highly engaging. almost always uses modeling, guided practice, and independent practice.
	Cognitive load	During CFUs and learning objectives, infrequently provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, sometimes provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, usually provides students with opportunities to apply skills, and justify or explain their thinking (high quality student discussions).	During CFUs and learning objectives, consistently provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, almost always provides students with a multitude of opportunities to apply skills, and justify or explain their thinking
	Reaching a range of learners in a classroom	Teacher infrequently differentiates work for her/his students when appropriate. Infrequently supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher occationally differentiates work for her/his students when appropriate. Sometimes supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher usually differentiates work for her/his students when appropriate. Usually supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher consistently differentiates work for her/his students when appropriate. Consistently supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher almost always differentiates work for her/his students when appropriate. Almost always supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.
Pillar 2.2: Employ an Outcomes Driven Approach		**Below (1)**	**Approaching (2)**	**Meets (3)**	**Above (4)**	**Exceeds (5)**
Assessments and student data	Ability to analyze assessment results	Infrequently analyzes assessment results to understand student progress and learning needs as identified by data. Infrequently plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Sometimes analyzes assessment results to understand student progress and learning needs as identified by data. Sometimes plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Usually analyzes assessment results to understand student progress and learning needs as identified by data. Usually plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Consistently Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs as identified by data. Consistently implements that plan as written and ensures that re-teaching as spiraling happens in response to new or updated data.	Almost always analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs as identified by data. Almost always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary in response to new or updated data.
	Appropriateness of response to student assessments	Is inconsistent in providing fair, accurate, and/or constructive feedback to students on their progress. Is inconsistent in taking responsibility for student successes/failures.	Sometimes provides fair, accurate, and/or constructive feedback to students on their progress. Sometimes takes responsibility for student successes/failures.	Usually provides fair, accurate, and/or constructive feedback to students on their progress. Usually takes responsibility for student successes/failures.	Consistently provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Almost almost always takes full responsibility for student failure and works to respond to the students' learning needs.	Almost always provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. almost always takes full responsibility for student failure and works to respond to the students' learning needs.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) “Consult with pupils,” as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

(b) “English learner parent advisory committee,” as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

(c) “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.

(d) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

(e) “Parents” means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

(f) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(h) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

(m) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its

requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

15497.5. Local Control and Accountability Plan and Annual Update

Introduction:

LEA: Rocketship Discovery Prep (RDP) **Contact (Name, Title, Email, Phone Number): Eesir Kaur, Principal, ekaur@rsed.org, 857.991.8834** **LCAP Year: 2015-16**

Local Control and Accountability Plan and Annual Update

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

<table>
<tr><th>Involvement Process</th><th>Impact on LCAP</th></tr>
<tr>
<td>Rocketship Discovery Prep's LCAP was developed with input from multiple stakeholders, including RDP's school leadership team, staff, families, students, and Rocketship Education's Network staff and board. The details of this engagement and the impact on the LCAP plan are explained to the right.

The LCAP is grounded in the school's specific context including its student population, instructional program, and community priorities.

Rocketship Discovery Prep opened in August 2011, the fifth school in the Rocketship Education network to open in San Jose. In its first year, the campus served students in kinder through grade four and grew to a full K-5 campus in its second year.

<table>
<tr><td colspan="2">Rocketship Discovery Prep Fast Facts (as of April 2015):</td></tr>
<tr><td>Enrollment</td><td>489</td></tr>
<tr><td>FRL Population</td><td>88.34%</td></tr>
<tr><td>EL Population</td><td>54.00%</td></tr>
<tr><td>Special Education Population</td><td>7.77%</td></tr>
<tr><td colspan="2">Population by Ethnicity (as of April 2015):

Asian: 7.98%
African-American: 2.04%
Hispanic: 85.48%
White: 2.86%
Other: 1.64%</td></tr>
</table>

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. As outlined in Rocketship Discovery Prep's charter, the key instructional practices include:</td>
<td>Rocketship Discovery Prep provides regular opportunities for parents to give input on the running of their school. These opportunities include, but are not limited to, monthly coffee chats with Principal Kaur, community meetings, and 1:1 meetings with the school leadership team.

In all of these engagement opportunities, RDP encourages parents 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 plans for LCFF investments.

In addition to these regular engagement channels, RDP held an in-person community meeting on April 14, 2015 to understand the components of LCAP (including the state priorities) 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. Parent representatives from all student subgroups, including Hispanic, Asian, and Special Education student subgroups, attended the meeting.

To provide the opportunity for all school stakeholders' voices to be heard, even those who could not attend these in person meetings, Rocketship shared a survey (which was available in English, Spanish, and Vietnamese to reflect our student/family population) with all parents. The survey asked parents to indicate their preferences regarding to which services or resources RDP should allocate LCFF funds. To encourage parent responses, we asked parents to complete the survey during in-person meetings and also sent the survey home with students, which was accompanied by a phone call home to remind parents to complete it.

In addition to soliciting parental input into the LCAP, we held after school meetings, which school staff could attend to learn about LCFF and give feedback regarding how to use the funds. We also shared a survey with all school staff, including school leaders, teachers, tutors, enrichment staff, and</td>
</tr>
</table>

- **Personalization.** Students receive targeted small group instruction through core strategies such as guided reading, 1:1 and small group tutoring, and targeted reteaching groups.
- **Blended Learning.** Students benefit from access to adaptive online curriculum that provides them content at or slightly above their skill level, as well as the integration of technology into the classroom for project and writing work.
- **Data driven instruction.** RDP uses a variety of benchmark, formative and summative assessments to continually ensure that students are making progress towards mastery of the CCSS and receiving instruction that is targeted towards their needs. Teachers gather for quarterly professional development "data days" to analyze the interim assessment data.
- **Response to Intervention (RtI).** The RtI framework organizes all of our academic initiatives at RDP. RtI is an ongoing process of using student data to make universal and individual instructional and intervention decisions. The ultimate goal of RtI is for all students to perform at a proficient or advanced level because they have received appropriate instruction, accommodations, and modifications throughout the year. RDP uses AIMSweb to regularly monitor progress of all students receiving Tier II or Tier III interventions.
- **Teacher Specialization.** All of our teachers specialize in either Humanities (ELA / Social Studies) or Math/Science. Advantages for elementary schools that follow the team teaching approach include deeper content knowledge, a team structure allowing better collaborative focus, easier transition to middle school, and more flexibility in student grouping.

Community priorities at RDP include:

Core Values: All Rocketship campuses share four common core values—respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At Rocketship Discovery Prep, 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.

Parent Engagement: A core component of Rocketship's theory of action is that parents are

operational and support staff, to solicit their preferences regarding how to allocate LCFF funds and which services RDP should offer to best serve our students. We also consulted our charter petition to ensure our LCFF investments were mirrored the priorities and approach detailed in Rocketship Discovery Prep's charter application.

Additional groups engaged with during the LCAP process include:

- School Site Council
- School Leadership Team
- Rocketship Education governing board
- Rocketship Education network staff and leadership

Students were also consulted in conversations with teachers during regular classroom community meetings. These efforts focused primarily on third through fifth graders. These students were also surveyed to gather student input on school safety.

The ideas and preferences expressed in parent and staff surveys were totaled and used to influence to what services RDP will allocate LCFF funds. These services are explained in full in the below sections of the LCAP. RDP's preferred uses for LCFF funds included:

- maintaining class size reductions (favored by 78% of parents)
- adding additional support staff (favored by 57% of parents)
- funding additional Special Education services, including the addition of an additional Integrated Special Education Specialist (favored by 57% of parents)

Maintaining class size reduction was also a chief priority for RDP staff. 85% of surveyed staff indicated this was their top priority for LCFF funds. Staff also strongly favored any initiative that maintained or added new adult capacity on campus such as enrichment center coordinators, support staff and additional Special Education staff.

essential to the academic success of their student. Through outreach efforts such as conferences, home visits, and community meetings, Rocketship Discovery Prep creates a community and fosters parent engagement as a critical element of a Rocketeer's success.	
Annual Update: Rocketship Discovery Prep welcomed a new principal, Eesir Kaur, in 2014-15, and three new Assistant Principals. Since the leadership team was largely new to the school community, a chief priority for the team was building strong relationships with RDP families and the local community. The results of that engagement are included in the section to the right. While Common Core preparation is a priority across the Rocketship network of schools, the need is even greater at RDP, where there exists a large pocket of persistently under-performing students. Through a combination of professional development, teacher coaching, and clear leadership expectations, Discovery Prep students are making rapid progress. The campus also expanded from two to three assistant principal in order to increase the school's capacity for teacher coaching. This additional leadership presence has also improved safety on campus as there are now more staff members available to oversee arrival, dismissal, transitions, etc. Rocketship Discovery Prep also launched 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.	**Annual Update:** RDP gathered input from a wide range of stakeholders in determining investments for next year and the use of LCFF funds in particular. Given the preferences of schools staff and families, Rocketship Discovery Prep will make the following investments aligned with the state priorities: • maintaining class size reductions • increasing support staff • funding additional Special Education staff and services. The sections below have been updated to reflect these new priority investments. Some of these, such as class size reduction, are consistent with 2014-15 investments. Parents and staff believed it was critical to maintain these investments. Others, such as the additional Special Education staff and services, are new initiatives aligned with the evolving priorities of the campus.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	A. Students have access to Common Core standards aligned curriculum and technology and enroll in courses covering a broad array of content areas taught by appropriately assigned teachers.	Related State and/or Local Priorities: 1_x 2_x 3__ 4__ 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	With the transition to CCSS in full swing, it is essential that we are providing students with aligned curriculum and material. Rocketship Discovery Prep recently adopted a CCSS Math aligned curriculum and Writing program. These programs are in their first year of implementation. However, we must increase our classroom supplies of literature and technology to support students in mastering the CCSS and invest in science and social studies curricula. **Metrics:** (i) Schools using standards-aligned instructional materials and curriculum (ii) Teachers participate in professional development focused on standards-aligned instruction. (iii) Percent of full-time teachers with appropriate credentials
Goal Applies to:	Schools: Rocketship Discovery Prep Applicable Pupil Subgroups: All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	(i) School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in science (ii) School provides standards-aligned professional development with focus on non-fiction and vocabulary study in science (iii) 100% of full-time teachers have appropriate credentials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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. For EL students, Rocketship Discovery Prep will provide additional small group instruction in both math and ELA in order to	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,200 (Other)

build language acquisition and to pre-teach or preview content. Budget Allocation: Core Curriculum			
A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Discovery Prep transitioned to a 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. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. For EL students, this symmetry between the format of our benchmark assessments and the CAASPP will familiarize students with the content, format and verbiage of the CAASPP which ultimately make them more successful on the CAASPP. Teachers will place special emphasis on orienting our ELs to the language of the CAASPP to set them up for success. Budget Allocation: Assessment Software & Materials	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,466 (Other)
A-3. Special Education students may also participate in additional assessments as appropriate. These include psycho-educational assessments, speech-language assessments and occupational therapy assessments. Budget Allocation: Special Education Assessments	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)___special ed_____	$356 (Other)
A-4. Rocketship Discovery Prep will adopt a new Special Education staffing model. In this new model, RDP will hire an additional Integrated Special Education Specialist. This will lower the caseloads for each ISE Specialist, enabling them to provide increased services to Special Education students. In addition, the Rocketship network is increasing shared services across all campuses, including additional school psychology, speech, and occupational therapy services. These services that we provide at RDP exceed the school's allocation for Special Education services. Therefore, the balance must be paid from the general education budget as determined by the per pupil allocation. Budget Allocation: Special Education Encroachment	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)___special ed_____	$68,045 (Supplemental Funds)

A-5. Rocketship Discovery Prep students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. All Rocketship Discovery Prep teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms. Budget Allocation: Certification Costs	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,060 (Other)
A-6. The Special Education staff at Rocketship receives additional credentials and authorizations specific to their role, including autism authorizations. These staff members also receive specialized professional development to meet the specific and unique demands of their positions. Budget Allocation: Special Education Certification and Professional Development	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __xOther Subgroups:(Specify)__special ed_____	$571 (Other)
A-7. Special Education students may need additional supports to access core curriculum and fully participate in all courses. Rocketship will provide additional staffing as needed to meet students' needs, including adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists Budget Allocation: Consultants	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __xOther Subgroups:(Specify)__special ed_____	$7,108 (Other)

A-8. Increase classroom libraries that align to Common Core 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. Additionally, we will invest in culturally relevant literature to ensure our libraries are both accessible and engaging to students of all backgrounds and at all reading levels. 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. Budget Allocation: Classroom Libraries	School-wide	_x ALL --- OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$19,890 (Other)
A-9. Increase instructional supplies that assist in the instruction of Common Core RDP has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula supports a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. Students now need access to additional instructional supplies, such as workbooks, manipulatives and more to complement this existing curriculum and enrich their learning experience. Budget Allocation: Instructional Supplies	School-wide	_x ALL --- OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,770 (Other)

A-10. Special Education students may require additional materials to receive their qualifying services. Rocketship will provide appropriate instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials Budget Allocation: Special Education Supplies	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient xOther Subgroups:(Specify)__special ed_____	$2,076 (Other)
A-11. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Discovery Prep will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving. Budget Allocation: Student Computer Equipment	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,068 (Other)
A-12. Students with IEPs will utilize additional technology as appropriate, including augmentative communication supports and tablets. These devices ensure students are able to effectively participate in learning activities by leveraging technology to mediate their learning. Budget Allocation: Special Education Software and Technology	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__special ed_____	$4,179 (Other)
A-13. In addition to increasing student computer equipment, the school will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,700 (Other)
LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	(i) School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in social studies (ii) School provides standards-aligned professional development with focus on non-fiction and vocabulary study in social studies (iii) 100% of full-time teachers have appropriate credentials

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
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. For EL students, Rocketship Discovery Prep will provide additional small group instruction in both math and ELA in order to build language acquisition and to pre-teach or preview content. Budget Allocation: Core Curriculum	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,200 (Other)
A-2. 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. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. Budget Allocation: Assessment Software & Materials	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$22,217 (Other)
A-3. Special Education students may also participate in additional assessments as appropriate. These include psycho-educational assessments, speech-language assessments and occupational therapy assessments. Budget Allocation: Special Education Assessments	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_special ed_____	$363 (Other)

A-4. Rocketship Discovery Prep will adopt a new Special Education staffing model. In this new model, RDP will hire an additional Integrated Special Education Specialist. This will lower the caseloads for each ISE Specialist, enabling them to provide increased services to Special Education students. In addition, the Rocketship network is increasing shared services across all campuses, including additional school psychology, speech, and occupational therapy services. These services that we provide at RDP exceed the school's allocation for Special Education services. Therefore, the balance must be paid from the general education budget as determined by the per pupil allocation. Budget Allocation: Special Education Encroachment	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __xOther Subgroups:(Specify)___special ed_____	$203,429 (Supplemental Funds)
A-5. Rocketship Discovery Prep students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. All Rocketship Discovery Prep teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms. Budget Allocation: Certification Costs	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,060 (Other)

A-6. The Special Education staff at Rocketship receives additional credentials and authorizations specific to their role, including autism authorizations. These staff members also receive specialized professional development to meet the specific and unique demands of their positions. Budget Allocation: Special Education Certification and Professional Development	School-wide	_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Special Ed_____	$583 (Other)
A-7. Special Education students may need additional supports to access core curriculum and fully participate in all courses. Rocketship will provide additional staffing as needed to meet students' needs, including adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists Budget Allocation: Consultants	School-wide	_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_____Special Ed _____	$7,251 (Other)
A-8. Increase classroom libraries that align to Common Core 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. Additionally, we will invest in culturally relevant literature to ensure our libraries are both accessible and engaging to students of all backgrounds and at all reading levels. 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. Budget Allocation: Classroom Libraries	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$19,890 (Other)
A-9. Increase instructional supplies that assist in the instruction of Common Core Rocketship Discovery Prep has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula supports a deeper focus on the three main genres of	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$26,060 (Other)

narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. Students now need access to additional instructional supplies, such as workbooks, manipulatives and more to complement this existing curriculum and enrich their learning experience. Budget Allocation: Instructional Supplies			
A-10. Special Education students may require additional materials to receive their qualifying services. Rocketship will provide appropriate instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials Budget Allocation: Special Education Supplies	School-wide	_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Ed_____	$2,117 (Other)
A-11. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Discovery Prep will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving. Budget Allocation: Student Computer Equipment	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,987 (Other)
A-12. Students with IEPs will utilize additional technology as appropriate, including augmentative communication supports and tablets. These devices ensure students are able to effectively participate in learning activities by leveraging technology to mediate their learning. Budget Allocation: Special Education Software and Technology	School-wide	_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_____Special Education___	$4,263 (Other)

A-13. In addition to increasing student computer equipment, the school will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,700 (Other)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	(i) School provides standards-aligned instructional materials with focus on project-based learning and application (ii) School provides standards-aligned professional development with focus on project-based learning and application (iii) 100% of full-time teachers have appropriate credentials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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. For EL students, Rocketship Discovery Prep will provide additional small group instruction in both math and ELA in order to build language acquisition and to pre-teach or preview content. Budget Allocation: Core Curriculum	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,200 (Other)
A-2. 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. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. For EL students, this symmetry	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$22,088 (Other)

between the format of our benchmark assessments and the CAASPP will familiarize students with the content, format and verbiage of the CAASPP which ultimately make them more successful on the CAASPP. Teachers will place special emphasis on orienting our ELs to the language of the CAASPP to set them up for success. Budget Allocation: Assessment Software & Materials			
A-3. Special Education students may also participate in additional assessments as appropriate. These include psycho-educational assessments, speech-language assessments and occupational therapy assessments. Budget Allocation: Special Education Assessments	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Ed_____	$370 (Other)
A-4. Rocketship Discovery Prep will adopt a new Special Education staffing model. In this new model, RDP will hire an additional Integrated Special Education Specialists. This will lower the caseloads for each ISE Specialist, enabling them to provide increased services to Special Education students. In addition, the Rocketship network is increasing shared services across all campuses, including additional school psychology, speech, and occupational therapy services. These services that we provide at RDP exceed the school's allocation for Special Education services. Therefore, the balance must be paid from the general education budget as determined by the per pupil allocation. Budget Allocation: Special Education Encroachment	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __xOther Subgroups:(Specify)___special ed_____	$207,497 (Supplemental Funds)
A-5. Rocketship Discovery Prep students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,060 (Other)

benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. All Rocketship Discovery Prep teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms. Budget Allocation: Certification Costs			
A-6. The Special Education staff at Rocketship receives additional credentials and authorizations specific to their role, including autism authorizations. These staff members also receive specialized professional development to meet the specific and unique demands of their positions. Budget Allocation: Special Education Certification and Professional Development	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __xOther Subgroups:(Specify)_Special Ed_____	$594 (Other)
A-7. Special Education students may need additional supports to access core curriculum and fully participate in all courses. Rocketship will provide additional staffing as needed to meet students' needs, including adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists Budget Allocation: Consultants	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)___Special Ed_____	$7,396 (Other)
A-8. Increase classroom libraries that align to Common Core 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. Additionally, we will invest in culturally relevant literature to ensure our libraries are both accessible and engaging to students of all backgrounds and at all reading levels. 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. Budget Allocation: Classroom Libraries	School-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$19,890 (Other)

A-9. Increase instructional supplies that assist in the instruction of Common Core Rocketship Discovery Prep has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula supports a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. Students now need access to additional instructional supplies, such as workbooks, manipulatives and more to complement this existing curriculum and enrich their learning experience. Budget Allocation: Instructional Supplies	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$26,010 (Other)
A-10. Special Education students may require additional materials to receive their qualifying services. Rocketship will provide appropriate instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials. Budget Allocation: Special Education Supplies	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __xOther Subgroups:(Specify)_Special Ed_____	$2,160 (Other)
A-11. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Discovery Prep will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving. Budget Allocation: Student Computer Equipment	School-wide	_X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,280 (Other

A-12. Students with IEPs will utilize additional technology as appropriate, including augmentative communication supports and tablets. These devices ensure students are able to effectively participate in learning activities by leveraging technology to mediate their learning. Budget Allocation: Special Education Software and Technology	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Ed_____	$4,348
A-13. In addition to increasing student computer equipment, the school will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	School-wide	_x ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,700 (Other)

GOAL:	B. School environment is safe and welcoming for all students	Related State and/or Local Priorities: 1_x 2_ 3__ 4__ 5__ 6_x 7_ 8__ COE only: 9__ 10__ Local: Specify _____

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 foundation in positive behavioral practices, including implementation of a Positive Behavioral Intervention and Supports program and curriculum, we believe it is critical to maintain high standards and address bullying as the school continues to mature and as new staff enter the school community. RDP will therefore focus on implementing tier II and III PBIS supports and focus on tier I PBIS professional development for all staff. Additionally, we are concerned about safety issues associated with heavy trafficked times such as pick up and drop off. **Metrics:** (i) Suspension rates (ii) Expulsion rates (iii) Parents believe school is a safe place for their children (iv) 3rd-5th grade students believe school is a safe environment to learn
Goal Applies to:	Schools: Rocketship Discovery Prep Applicable Pupil Subgroups: All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	(i) Rate below norm for schools with similar populations (ii) <1% (iii) 95% or Baseline + 2% points (whichever is lower) (iv) 95% or Baseline + 2% points (whichever is lower)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
B-1. Rocketship Discovery Prep works to establish a safe school environment through the use of a Positive Behavioral Intervention and Supports (PBIS) system. 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. RDP has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system. Budget Allocation: RTI Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)
B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. We invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Budget Allocation: Building Repairs	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,700 (Other)
B-3. Increase support staff (arrival, dismissal, hourly) In order to continue to strengthen our systems and operations we have decided to invest in additional 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 increasing 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. Budget Allocation: Support Staff Salaries	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$146,114 (Supplemental Funds)

B-4. 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. Budget Allocation: Business Operations Manager	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$101,992 (Supplemental and Concentration Funds)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	(i) Rate below norm for schools with similar populations (ii) <1% (iii) 95% or Baseline + 4% points (whichever is lower) (iv) 95% or Baseline + 4% points (whichever is lower)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
B-1. Rocketship Discovery Prep works to establish a safe school environment through the use of a Positive Behavioral Intervention and Supports (PBIS) system. 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. RDP has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system. Budget Allocation: RTI Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)
B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. We invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Budget Allocation: Building Repairs	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$48,080 (Other)

B-3. Increase support staff (arrival, dismissal, hourly) In order to continue to strengthen our systems and operations we have decided to invest in additional 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 increasing 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. Budget Allocation: Support Staff Salaries	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$145,698 (Supplemental Funds)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	(i) Rate below norm for schools with similar populations (ii) <1% (iii) 95% or Baseline + 6% points (whichever is lower) (iv) 95% or Baseline + 6% points (whichever is lower)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
B-1. Rocketship Discovery Prep works to establish a safe school environment through the use of a Positive Behavioral Intervention and Supports (PBIS) system. 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. RDP has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system. Budget Allocation: RTI Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)
B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. We invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Budget Allocation: Building Repairs	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$48,080 (Other)

B-3. Increase support staff (arrival, dismissal, hourly) In order to continue to strengthen our systems and operations we have decided to invest in additional 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 increasing 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. Budget Allocation: Support Staff Salaries	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$146,603 (Supplemental Funds)

GOAL:	C. Improve proficiency in key content areas, overall and for key subgroups	Related State and/or Local Priorities: 1_ 2_ 3__ 4_x 5__ 6__ 7_ 8_x COE only: 9__ 10__ Local: Specify _____
Identified Need:	While Rocketship Discovery Prep has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. In particular, RDP has a high number of students performing in the Below Basic and Far Below Basic quintiles. 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. **Metrics:** (i) CAASPP ELA, math, science proficiency rates (ii) CAASPP ELA, math, science proficiency rates for EL students (iii) CAASPP ELA, math, science proficiency rates for SPED students (iv) CAASPP ELA, math, science proficiency rates for SED students	
Goal Applies to:	Schools: Rocketship Discovery Prep	
	Applicable Pupil Subgroups:	*All Students* *EL students* *SPED students* *SED students*

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	(i) Baseline +1 (ii) Baseline +1 (iii) Baseline +1 (iv) Baseline +1

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
C-1. As described in support of Goal A above, Rocketship Discovery Prep's instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. 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. In addition, our adaptive Online Learning Programs 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. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention	School-wide	_x_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,053 (Other)
C-2. Students in Special Education and those receiving Tier III interventions will have access to additional curriculum to support reading comprehension, phonics and phonemic awareness, writing and mathematical comprehension. For our English Learners who are also in Special Education, these Tier III supports will advance their English Language Development. Budget Allocation: Special Education Curriculum	School-wide	__ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Ed_____	$1,841 (Other)

C-3. 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. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. Budget Allocation: Staff Training (GLAD)	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,555 (Other)
C-4. Similarly, in RtI, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. Budget Allocation: RTI Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)
C-5. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners	$287,351 (Supplemental Funds)

personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	(i) Baseline +2 (ii) Baseline +3 (iii) Baseline +2 (iv) Baseline +3

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
C-1. As described in support of Goal A above, Rocketship Discovery Prep's instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. 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. In addition, our adaptive Online Learning Programs 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. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,053 (Other)

C-2. Students in Special Education and those receiving Tier III interventions will have access to additional curriculum to support reading comprehension, phonics and phonemic awareness, writing and mathematical comprehension. For our English Learners who are also in Special Education, these Tier III supports will advance their English Language Development. Budget Allocation: Special Education Curriculum	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Ed_____	$1,878 (Other)
C-3. 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. This is made possible through the personalized or small group instruction that occurs during guided reading. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. Budget Allocation: Staff Training (GLAD)	School-wide	__ALL --- OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,555 (Other)

C-4. Similarly, in RtI, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. Budget Allocation: RTI Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)
C-5. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$260,646 (Supplemental Funds)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	(i) Baseline +4 (ii) Baseline +5 (iii) Baseline +4 (iv) Baseline +5

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
C-1. As described in support of Goal A above, Rocketship Discovery Prep's instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$51,053 (Other)

section 1, RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. 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. In addition, our adaptive Online Learning Programs 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. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention		__Other Subgroups:(Specify)_____	
C-2. Students in Special Education and those receiving Tier III interventions will have access to additional curriculum to support reading comprehension, phonics and phonemic awareness, writing and mathematical comprehension Budget Allocation: Special Education Curriculum	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Special Ed_____	$1,915 (Other)
C-3. 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. This is made possible through the personalized or small group instruction that occurs during guided reading. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards,	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,555 (Other)

writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. Budget Allocation: Staff Training (GLAD)			
C-4. Similarly, in RtI, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. Budget Allocation: RTI Curriculum	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,800 (Other)
C-5. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$272,487 (Supplemental Funds)

GOAL:	D. Build teacher capacity to support timely reclassification.	Related State and/or Local Priorities: 1_ 2_ 3__ 4_x 5__ 6__ 7_ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	With 54% of our students classified as EL, English Language Development is a critical and ongoing need at Rocketship Discovery Prep. Teachers need ongoing development in ELD instruction and use of CELDT and formative data to adjust instruction for ELs as well as additional training in programs such as small group instruction and Tier II interventions that will help struggling students. **Metrics:** (i) Reclassification rate (ii) Annual progress on CELDT (AMAO 1)
Goal Applies to:	Schools: Rocketship Discovery Prep Applicable Pupil Subgroups: EL students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	(i) Avg rate +1% point (ii) Avg rate +1% point

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D-1. As described in support of Goal A above, Rocketship Discovery Prep's instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. 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. In addition, our adaptive Online Learning Programs 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. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-1

D-2. 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. In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. GLAD professional development , for example, is specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students. Budget Allocation: Staff Training (GLAD)	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-3
D-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-5

Expected Annual Measurable Outcomes:	(i) Avg rate +2% points (ii) Avg rate +3% points

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D-1. As described in support of Goal A above, Rocketship Discovery Prep's instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. 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. In addition, our adaptive Online Learning Programs 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. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-1
D-2. 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	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-3

settings. In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. GLAD professional development , for example, is specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students. Budget Allocation: Staff Training (GLAD)			
D-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-5

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	(i) Avg rate +3% point (ii) Avg rate +4% point

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
D-1. As described in support of Goal A above, Rocketship Discovery Prep's instructional model is grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. 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	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-1

additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. In addition, our adaptive Online Learning Programs 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. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention			
D-2. 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. In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. GLAD professional development , for example, is specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students. Budget Allocation: Staff Training (GLAD)	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-3
D-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction	School-wide	__ALL --- OR: __Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See C-5

enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact:** Maintain Class Size Reduction			

GOAL:	E. Parents and children are engaged and committed to their education	Related State and/or Local Priorities: 1_ 2_ 3_x 4__ 5_x 6__ 7_ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	We seek to increase engagement among parents and students alike. We view parents at critical partners in our work of educating students. Rocketship Discovery Prep has a number of effective parent engagement strategies including regular community meetings and other opportunities to engage with school leadership and the broader community. We will continue to build upon these foundations. We see a need to increase our level of student engagement to ensure that our students are invested in their education. Additionally, we have a need for further diversifying the educational opportunities for our students outside the core classroom and we believe that increased enrichment can support this need. **Metrics:** (i) Frequency of Parent-teacher conferences (ii) Frequency of community meetings (iii) Parents are satisfied with the relationship with their child's teachers [survey] (iv) School ADA (v) % of Chronic absenteeism (missing 18+ days of school)
Goal Applies to:	Schools: Rocketship Discovery Prep Applicable Pupil Subgroups: All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	(i) School holds conferences 3x / year (ii) School holds at least 5 meetings per year (iii) 74% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Discovery Prep students and the overall success of RDP. RDP already has key strategies of parent engagement including: • **Parent leaders.** These individuals will help lead various activities at school as well as be key liaisons within the community • **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 RDP. • **Parent volunteers.** 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. Having families deeply engaged in a school community benefits all students. For our Special Education students, this deep connection and frequent contact enables school staff to better align services, respond to students' changing needs and support families to provide instructional and behavioral coaching at home. Budget Allocation: Parent Appreciation & Materials	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,280 (Other)
E-2. Enrichment Coordinators 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.	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$121,851 (Other)

Budget Allocation: Enrichment Coordinators			
E-3. Increase Field Trip Budget 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. For EL students, these trips build exposure and schema, as well as providing opportunities for students to practice both academic vocabulary associated with the content of the trip as well as functional vocabulary. For EL students, teachers may provide additional support, such as previewing content and providing useful sentence frames. Budget Allocation: Field Trips	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$33,000 (Other)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	(i) School holds conferences 3x / year (ii) School holds at least 5 meetings per year (iii) 76% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Discovery Prep students and the overall success of RDP. RDP already has key strategies of parent engagement including: • **Parent leaders.** These individuals will help lead various activities at school as well as be key liaisons within the community • **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 RDP. • **Parent volunteers.** 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.	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,280 (Other)

Having families deeply engaged in a school community benefits all students. For our Special Education students, this deep connection and frequent contact enables school staff to better align services, respond to students' changing needs and support families to provide instructional and behavioral coaching at home. Budget Allocation: Parent Appreciation & Materials			
E-2. Enrichment Coordinators 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. Budget Allocation: Enrichment Coordinators	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$123,070 (Other)
E-3. Increase Field Trip Budget 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. For EL students, these trips build exposure and schema, as well as providing opportunities for students to practice both academic vocabulary associated with the content of the trip as well as functional vocabulary. For EL students, teachers may provide additional support, such as previewing content and providing useful sentence frames. Budget Allocation: Field Trips	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$33,000 (Other)

LCAP Year 3: 2017-18

Expected Annual Measurable	(i) School holds conferences 3x / year (ii) School holds at least 5 meetings per year (iii) 78% of parents

Outcomes:	(iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Discovery Prep students and the overall success of RDP. RDP already has key strategies of parent engagement including: • **Parent leaders.** These individuals will help lead various activities at school as well as be key liaisons within the community • **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 RDP. • **Parent volunteers.** 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. Having families deeply engaged in a school community benefits all students. For our Special Education students, this deep connection and frequent contact enables school staff to better align services, respond to students' changing needs and support families to provide instructional and behavioral coaching at home. Budget Allocation: Parent Appreciation & Materials	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,280 (Other)
E-2. Enrichment Coordinators 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	School-wide	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$124,301 (Other)

their day. Budget Allocation: Enrichment Coordinators			
E-3. Increase Field Trip Budget 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. For EL students, these trips build exposure and schema, as well as providing opportunities for students to practice both academic vocabulary associated with the content of the trip as well as functional vocabulary. For EL students, teachers may provide additional support, such as previewing content and providing useful sentence frames. Budget Allocation: Field Trips	School-wide	_x_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$33,000 (Other)

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	A. Students have access to Common Core standards aligned curriculum and technology and enroll in courses covering a broad array of content areas taught by appropriately assigned teachers.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4__ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Rocketship Discovery Prep Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	(i) School provides standards-aligned instructional materials with focus on ELA and math (ii) School provides standards-aligned professional development with focus on ELA and math (iii) 100% of full-time teachers have appropriate credentials	Actual Annual Measurable Outcomes: (i) School did provide standards-aligned instructional materials with focus on ELA and math (ii) School did provide standards-aligned professional development with focus on ELA and math (iii) 100% of full-time teachers did have appropriate credentials

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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. For EL students, Rocketship Discovery Prep will provide additional small group instruction in both math and ELA in order to	$48,222 (other)	Rocketship Discovery Prep adopted Singapore Math as their Common Core-aligned mathematics program. The Singapore Syllabus served as a foundational tool for the developers of the Common Core State Standards. In addition to this math program, RDP adopted a set of signature math strategies aligned to the instructional shifts in the Common Core. Additionally, RDP adopted the Lucy Calkins Writer's Workshop model and associated curriculum as the foundation of our writing block. These two Common Core curricula and associated trainings built our teachers' knowledge and skills as instructors of the scope and depth of the new standards. 54% of students at RDP are English Language Learners. All of these students, as well as our special education and Asian subgroups had access to rigorous, personalized, Common Core-aligned instruction, with an emphasis on ELA and mathematics. As a result, RDP is on track to improve its performance from the previous year. This is true across subgroups.	$21,878

build language acquisition and to pre-teach or preview content. Budget Allocation: Core Curriculum			Actual expenditures were less than budgeted expenditures. RDP had some existing Singapore Math materials on campus from an earlier pilot. This reduced the need for new materials, aiding RDP in coming in under budget on core curriculum.		
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
To ensure that our students are ready for success on the CAASPP, Rocketship Discovery Prep will be transitioning 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. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students. For EL students, this symmetry between the format of our benchmark assessments and the CAASPP will familiarize students with the content, format and verbiage of the CAASPP which ultimately make them more successful on the CAASPP. Teachers will place special emphasis on orienting our ELs to the language of the CAASPP to set them up for success. Budget Allocation: Assessment Software & Materials		$25,687 (other)	Rocketship Discovery Prep adopted a computer-based Common Core-aligned benchmark provided by Key Data Systems. This test proved challenging for students as they adjusted to the computerized adaptive assessment and teachers invested significant time in evaluating and norming on open-ended responses. Though this transition was difficult, we feel confident that this test better prepared all students for the CAASPP. Further, watching our Special Education and EL students take this test provided great insights into the additional preparation these students will need to be successful on the CAASPP and the appropriate modifications available to them. The difference in budgeted vs. actual costs is due to the cost of individual student accounts for assessment materials.		$24,097
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		

OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Special Education students may also participate in additional assessments as appropriate. These include psycho-educational assessments, speech-language assessments and occupational therapy assessments. Budget Allocation: Special Education Assessments	$797 (other)	All Special Education students received the appropriate assessments as determined by their IEPs.	$349
Scope of service: School-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_special ed_____		Scope of service: School-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_special ed_____	
Rocketship Discovery Prep students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. All Rocketship Discovery Prep teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science	$24,060 (other)	RDP invested in new math and writing programs to provide students with richer instruction in those content areas. Additionally, RDP purchased content-area curriculum from Schoolwide to support content-area literacy. These units spanned science and social studies content such as the rock cycle, the revolutionary war, and human biology. This content units provided helpful resources to teachers who created their own thematic units. RDP also expanded its enrichment offerings to include physical education, art, music and dance. As of April 2015, 100% of Rocketship Discovery Prep teachers were highly-qualified. Certification costs were lower than the budgeted amount. This is because more incoming teachers came to RDP with clear credentials. Therefore, RDP did not need to spend the full amount allocated for certification costs.	$18,170

classrooms. Budget Allocation: Certification Costs					
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
The Special Education staff at Rocketship receives additional credentials and authorizations specific to their role, including autism authorizations. These staff members also receive specialized professional development to meet the specific and unique demands of their positions. Budget Allocation: Special Education Certification and Professional Development		$6,172 (other)	All Special Education teachers at RDP who did not already possess a clear credential participated in a credentialing program. Actual costs were lower than the budgeted amount because the Special Education teachers already possessed the appropriate credentials and did not require additional authorizations		$560
Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Ed_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Ed_____		
Special Education students may need additional supports to access core curriculum and fully participate in all courses. Rocketship will provide additional staffing as needed to meet students' needs, including adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists. Budget Allocation: Consultants		$4,147 (other)	RDP employed a variety of additional staff to meet the Special Education needs of its students. This includes a paraprofessional focused exclusively on behavioral supports and additional supports for the Specialized Inclusion Program. Student needs exceeded our projections, therefore the actuals for this budget allocation are higher than predicted.		$6,969
Scope of	School-wide		Scope of	School-wide	

service:			service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Ed_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Ed_____		

Increase classroom libraries that align to Common Core 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. Additionally, we will invest in culturally relevant literature to ensure our libraries are both accessible and engaging to students of all backgrounds and at all reading levels. 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. Budget Allocation: Classroom Libraries		$26,550 (other)	RDP purchased classroom library sets from Schoolwide, providing each literacy teacher with hundreds of new texts spanning a variety of reading levels. These expanded libraries ensure that all students, including those reading well above or below grade level, have access to high-interest and relevant reading material. Half of these books were non-fiction titles, in line with the CCSS shift towards a balance between narrative and informational texts. Classroom libraries came in significantly under budget as RDP chose to place a smaller order than originally anticipated.		$7,003
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Increase instructional supplies that assist in the instruction of Common Core Rocketship Discovery Prep will be investing Common Core aligned	$34,875 (other)	Rocketship Discovery Prep adopted Singapore Math as their Common Core-aligned mathematics program. The Singapore Syllabus served as a foundational tool for the developers of the Common Core State Standards. In addition to this math program, RDP adopted a set of	$24,713

materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. By narrowing the focus of our math and ELA instruction, ELs will benefit from a more coherent instructional program and repeated practice and exposure to content. Budget Allocation: Instructional Supplies			signature math strategies aligned to the instructional shifts in the Common Core. Additionally, RDP adopted the Lucy Calkins Writer's Workshop model and associated curriculum as the foundation of our writing block. These two Common Core curricula and associated trainings built our teachers' knowledge and skills as instructors of the scope and depth of the new standards. 54% of students at RDP are English Language Learners. All of these students, as well as our special education and Asian subgroups had access to rigorous, personalized, Common Core-aligned instruction, with an emphasis on ELA and mathematics. In addition to this curriculum, RDP invested in additional supplies to support this learning, including math manipulatives to support student mastery of content from a concrete to a pictorial to a conceptual understanding of mathematics. This investment came in under budget. As such, future investments have been lowered.	
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Special Education students may require additional materials to receive their qualifying services. Rocketship will provide appropriate instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials Budget Allocation: Special Education Supplies		$1,914 (other)	Rocketship Discovery Prep provided all materials our Special Education students require as indicated in their IEPs and at the recommendation of ISE staff and support providers. Actual expenditures were negligibly higher than the projected needed.		$2,035
Scope of service:	School-wide		Scope of service:	School-wide	

__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Special Ed_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Special Ed_____	

Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Discovery Prep will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving. Budget Allocation: Student Computer Equipment	$38,150 (other)	Rocketship Discovery Prep purchased replacement computers to replace broken devices and purchased new Chromebooks for use in the classroom. These Chromebooks are used in a variety of ways including highly-personalized center activities powered by RAZkids, MyON and other programs. They are also used for whole class activities such as publishing writing pieces, conducting research and participating in the Hour of Code campaign. Actual expenses were much greater than projected as RDP had a number of defunct devices that needed to be replaced.	$69,656

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Students with IEPs will utilize additional technology as appropriate, including augmentative communication supports and tablets. These devices ensure students are able to effectively participate in learning activities by leveraging technology to mediate their learning. Budget Allocation: Special Education Software and Technology	$3,110 (other)	RDP provided assistive technology to students with IEPs. This included iPads for a set of Tier III online learning programs and augmentative communication devices. Actual needs exceeded our projects by a modest dollar amount.	$4097

Scope of service:	School-wide		Scope of service:	School-wide	

__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Special Ed_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)____Special Ed_____	
In addition to increasing student computer equipment, the school will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support	$29,700 (Supplemental Funds)	RDP transitioned to a computer-based, Common Core-aligned benchmark assessment provided by Key Data Systems. We experienced technical difficulties with having so many students simultaneously take a computerized benchmark. This required additional technical support, causing RDP to moderately exceed its budget in this area. Luckily, RDP identified these technical difficulties early and invested in additional wireless capacity to facilitate the smooth administration of online assessments. This ensures that RDP is well-prepared for the CAASPP which will run under similar conditions.	$32,116 (Supplemental Funds)
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Over the past two years, Rocketship Discovery Prep has invested a great deal of time and resources into fully-transitioning to the Common Core. This has included investment in Common Core-aligned curricula and corresponding training on these programs. This has built teachers' and school leadership's knowledge of the Common Core and developed their facility with using and adapting curricula. Now that RDP has a strong curricular foundation, investment in curricula will drop significantly. We will invest more heavily in instructional supplies to ensure our students have access to high-quality and age-appropriate material. In addition, RDP will focus on developing teacher-created ELA units and unit assessments that build upon the Calkins curriculum. Teacher coaching will focus primarily on coaching and training support around reading comprehension and implementation of Singapore Math & instructional strategies that support CCSS.

	RDP also invested in the addition of new technological devices in the classroom for all students in general and for Special Education students in particular. This has increased our teachers' abilities to provide highly personalized instruction due to the wealth of leveled and adaptive online learning technologies available to students via Chromebooks. We will continue to invest in this area and further lower our student to computer ratios from 3:1 to 5:2. We expect to continue on this trajectory for several years. We've also seen a great deal of support from students and parents around our increased enrichment offerings. Parents appreciate the variety of learning opportunities their children have available to them. Students similarly enjoy the variety this adds to their weekly schedule and the opportunity to express their creativity and strengths in new ways. RDP will continue to offer three enrichment centers for the 2015-16 school year. RDP has a large Special Education population. As such, RDP allocated special funds for services for this population including additional assessment, consultant services, assistive and technology. These needs continue to grow and exceed RDP's Special Education budget. Therefore, a significant portion of Supplemental Funds funds will be used to cover the cost of Special Education services in 2015-16.

Original GOAL from prior year LCAP:	B. School environment is safe and welcoming for all students	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rocketship Discovery Prep
	Applicable Pupil Subgroups:	All Students

Expected Annual Measurable Outcomes:	**Metrics:** (i) Suspension rates below norm for schools with similar populations (ii) Expulsion rates <1% (iii) Parents believe school is a safe place for their children – Baseline (new survey question) (iv) 3rd-5th grade students believe school is a safe environment to learn – Baseline (new survey question)	Actual Annual Measurable Outcomes:	(i) 1.61% (compared to local elementary range of 0.87%-2.39%) (ii) 0% (iii) 89% (iv) 88%

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Rocketship Discovery Prep works to establish a safe school environment through the use of a Positive Behavioral Intervention and Supports (PBIS) system. 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. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system. Budget Allocation: RTI Curriculum		$3,750 (other)	Rocketship Discovery Prep launched Tier I behavioral supports in 2013-14 as part of an organization-wide Positive Behavioral Interventions and Supports (PBIS) initiative. In 2014-15, RDP launched Tier II behavioral supports. Typically 10-15% of students will need additional interventions in order to conduct themselves in a productive and age appropriate manner. These supports include a check-in/check-out system or a modified behavior plan. These Tier II supports have been particularly impactful for our Special Education students who have a behavioral IEP. RDP exceeded its budget in this area due to additional RtI curricula needs for Special Education and Learning Lab staff.		$ 7,274
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. Budget Allocation: Building Repairs		$33,000 (other)	RDP made a number of repairs and improvements to the school and ultimately exceeded its budget in this area due to unanticipated building repairs. As a result, this budget has been increased significantly for the 2015-16 school year now that we have a clearer picture of needed repairs to make RDP safe and welcoming to students.		$48,571
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ALL			_x_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase support staff (arrival, dismissal, hourly) In order to continue to strengthen our systems and operations we have decided to invest in additional 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 increasing 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. Budget Allocation: Support Staff Salaries	$114,248 (Supplemental Funds)	Additional support staff have been a critical investment at RDP, providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Support staff are posted at strategic locations around the campus to ensure no one gains entry to the school without an appropriate pass, that all student walkers are accompanied by an adult, and that all cars obey the arrival and dismissal procedures, thereby ensuring greater safety for our students. They also provide a consistent and friendly presence for students and parents during these key interactions. RDP exceeded the allocation for this budget item. At times, RDP paid overtime hours to support staff, thereby driving up the cost of this budget line item. Next year, RDP has allocated significantly more dollars to support staff and is budgeting for many more support staff hours.	$132,472
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The implementation of the wide Positive Behavioral Interventions and Supports (PBIS) initiative has had a significant positive impact at RDP. As students learn to identify and regulate their own emotions, we have found that student misbehaviors have decreased significantly. We use the Kimochi and RULER approach social-emotional learning curricula with students and have found that students apply many of these tools to resolve their own conflicts with peers. We have a small number of students, including those with behavioral IEPs, who require additional interventions and supports to consistently behave in a productive way. For these students, Tier II PBIS interventions have made a big impact. We plan to roll out Tier III behavioral interventions in the 2015-16 school year.

	We anticipate greater building repair needs in the upcoming school year. After four years in the current building, there are a number of repairs needed to make the campus safe and welcoming to students. The 2015-16 budget reflects this priority. After many conversations with parents, staff and the network operations team, RDP is making a significant investment in support staff to continue the work they began this year to staff breakfast, lunch, arrival, and dismissal appropriately. This ensures that each of these processes runs smoothly and that there are enough support staff present to ensure all students are safe during these times.

Original GOAL from prior year LCAP:	C. Improve proficiency in key content areas, overall and for key subgroups **Metrics:** (i) CAASPP ELA, math, science proficiency rates (ii) CAASPP ELA, math, science proficiency rates for EL students (iii) CAASPP ELA, math, science proficiency rates for SPED students (iv) CAASPP ELA, math, science proficiency rates for SED students	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rocketship Discovery Prep	
	Applicable Pupil Subgroups:	All Students, EL Students, SPED Students, SED Students	
Expected Annual Measurable Outcomes:	(i) Baseline (ii) Baseline (iii) Baseline (iv) Baseline	Actual Annual Measurable Outcomes:	(i) TBD (ii) TBD (iii) TBD (iv) TBD

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
As described in support of Goal A above, Rocketship Discovery Prep's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards	$94,446 (other)	Rocketship Discovery Prep adopted a variety of new curricula in 2014-15. As outlined above, RDP purchased Singapore Math as their Common Core-aligned mathematics program, the Lucy Calkins Writer's Workshop	$59,295

and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. 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. In addition, our adaptive Online Learning Programs 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. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention			curriculum, and Schoolwide Reading Fundamentals content area units. In addition, RDP replaced the Accelerated Reader program with MyOn, a digital reading program that provides students with greater choice over their reading selections and includes rigorous assessment of the student's reading comprehension. Actual expenditures were less than budgeted expenditures as RDP reduced their anticipated classroom library order and had some existing Singapore Math materials on campus from an earlier pilot.		
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils _x_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Students in Special Education and those receiving Tier III interventions will have access to additional curriculum to support reading comprehension, phonics and phonemic awareness, writing and mathematical comprehension Budget Allocation: Special Education Curriculum		$4,067 (other)	All students receiving Tier III services have an individualized Tier III plan which includes a variety of curricula including Seeing Stars and TouchMath multisensory math program. Actual expenses were lower than projections due to the existence of some of these programs on campus already.		$1,805
Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)___Special Ed___			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)___Special Ed___		
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. Budget Allocation: Staff Training (GLAD)		$1,500 (other)	RDP continues 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. These practices are embedded in all parts of instruction so that the 54% of RDP students who are ELs always engage in appropriate and accessible instruction. Rocketship Discovery Prep provides GLAD training to any new staff members who have not already attended the 6 day training. As RDP had a number of new staff in 2014-15, the campus exceeded its allocation for this budget item.		$17,571
Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

In RtI students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. Budget Allocation: RTI Curriculum	$3,750 (other)	Rocketship Discovery Prep offers a robust intervention program. Tier II interventions include SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words). This evidence-based intervention is proven to be effective with all students. Our English Learners, in particular, benefit from this small group skills instruction. The need for such curriculum exceeded our projections.	$ 7,274
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be reducing class sizes. This class size reduction will enable teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact: Reduce Class Size**	$75,055 (Supplemental Funds)	RDP reduced class sizes by an average of 2 students per class. We accomplished this by admitting fewer new students and by refraining from backfilling departures in the upper grades. This has resulted in more personalized attention for students, more targeted small group groupings and created less congestion during peak events such as the morning launch ritual, hallway transitions, lunch, recess and enrichment. This has reduced friction between students and we have seen fewer instances of misbehavior during these times. RDP is committed to maintaining class size reductions in the 2015-16 school year. The budgetary impact was much greater than projected; we have updated our 2015-16 budget to reflect this.	$ 264,623

Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After heavily investing in curricular resources in 2013-14 and 2014-15, RDP will reduce expenditures in core curriculum and libraries and reallocating more funds towards talent-driven allocations such as support staff. RDP now has a strong curricular foundation from which teachers can build and do not need to continue to make massive investments in new programs. Rocketship continues to see great benefits from our partnership with Project GLAD for ELD training for teachers. Our teachers regularly cite this as highly influential to their daily practices in the classroom and their growth as professionals. We will continue to invest in GLAD training for new staff and invest our time in deepening our understanding of the ELD framework. The combination of increased support staff and fewer students has resulted in a happier and safer school environment where each student receives greater personal attention. Key events such as passing periods, lunch, and recess run more smoothly as these spaces are less congested, each student has more personal space, and each student is keenly aware that there's a support staff member close by to monitor their activity. This has greatly reduced "opportunistic misbehavior" that typically occurs when many students are gathered in one space. Parents have noticed these improvements and 78% of them voted to continue maintaining class size reductions as a priority in the 2015-16 school year. Our teachers similarly note that they are better able to reach all students in their classes and have had fewer classroom disruptions since class size reductions took effect. 85% of teachers voted to invest LCFF funds in maintaining class size reductions. Given this emphatic response, RDP will continue to invest in this area for the following school year.

Original GOAL from prior	D. Build teacher capacity to support timely reclassification. **Metrics:** (i) Reclassification rate	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__

year LCAP:	(ii) Annual progress on CELDT (AMAO 1)	COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rocketship Discovery Prep
	Applicable Pupil Subgroups:	EL Students

Expected Annual Measurable Outcomes:	(i) School baseline rate (ii) School baseline rate of CELDT progress	Actual Annual Measurable Outcomes:	(i) TBD (ii) TBD

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
As described in support of Goal A above, Rocketship Discovery Prep's instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RDP's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. 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 English Learner and 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. In addition, our adaptive Online Learning Programs are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our English Learner and Special Education students. Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention	See C-1	Rocketship Discovery Prep adopted a variety of new curricula in 2014-15. As outlined above, RDP purchased Singapore Math as their Common Core-aligned mathematics program, the Lucy Calkins Writer's Workshop curriculum, and Schoolwide Reading Fundamentals content area units. In addition, RDP replaced the Accelerated Reader program with MyOn, a digital reading program that provides students with greater choice over their reading selections and includes rigorous assessment of the student's reading comprehension. RDP also invested in classroom leveled libraries for all literacy teachers on campus to provide students with higher quality and greater choice in their independent reading. These leveled libraries were particularly critical for our EL students as it gave them access to high interest texts at their reading levels. For example, a third grade class might have 5-6 books on earthquakes at various Lexile levels. This allows our ELs to access material on their reading level and still participate in class-wide discussions on a topic. Actual expenditures were less than budgeted expenditures as RDP already had some Singapore Math materials and Response to Intervention materials on campus due to their participation in pilots of these curricula.	See C-1

Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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. In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. Many of these actions, such as the GLAD professional development described below, are specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students. Budget Allocation: Staff Training (GLAD)		See C-3	RDP continues 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. These practices are embedded in all parts of instruction so that the 54% of RDP students who are ELs always engage in appropriate and accessible instruction. Rocketship Discovery Prep provides GLAD training to any new staff members who have not already attended the 6 day training. RDP had many staff members with previous GLAD training and therefore stayed under budget in this area.		See C-3
Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		

OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Reduce Class Sizes Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be reducing class sizes. This class size reduction will enable teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. **Budgetary Impact: Reducing Class Size**	See C-5	RDP reduced class sizes by an average of 2 students per class. We accomplished this by admitting fewer new students and by refraining from backfilling departures in the upper grades. This has resulted in more personalized attention for students, more targeted small group groupings and created less congestion during peak events such as the morning launch ritual, hallway transitions, lunch, recess and enrichment. This has reduced friction between students and we have seen fewer instances of misbehavior during these times. RDP is committed to maintaining class size reductions in the 2015-16 school year. The budgetary impact was much greater than projected; we have updated our 2015-16 budget to reflect this need.	See C-5
Scope of service: School-wide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After heavily investing in curricular resources in 2013-14 and 2014-15, RDP is reducing expenditures in core curriculum and libraries and reallocating more funds towards talent-driven allocations such as support staff. While RDP believes in the quality and efficacy of the curricula they've purchased, they now have a strong foundation from which teachers can build and do not need to continue to make massive investments in new programs. Rocketship continues to see great benefits from our partnership with Project GLAD for ELD training for teachers. Our teachers regularly cite this as highly influential to their daily practices in the classroom and their growth as professionals. We will continue to invest in GLAD training for new staff and invest our time in deepening our understanding of the ELD framework. The implementation of this ELD framework as well as the launch of the Habits of Discussion initiative has greatly benefitted ELs in their ability to communicate with peers and share their own understandings with the class.		

	The combination of increased support staff and fewer students has resulted in a happier and safer school environment where each student receives greater personal attention. Key events such as passing periods, lunch, and recess run more smoothly as these spaces are less congested, each student has more personal space, and each student is keenly aware that there's a support staff member close by to monitor their activity. This has greatly reduced "opportunistic misbehavior" that typically occurs when many students are gathered in one space. For our EL students, reduced class size also means they receive more personalized attention from their teachers, including more frequent guided reading and skills-based small group sessions and more 1:1 support during writing workshop conferences. Parents have noticed these improvements and 78% of them voted to continue maintaining class size reductions as a priority in the 2015-16 school year. Our teachers similarly note that they are better able to reach all students in their classes and have had fewer classroom disruptions since class size reductions took effect. 85% of teachers voted to invest LCFF funds in maintaining class size reductions. Given this emphatic response, RDP will continue to invest in this area for the following school year.

Original GOAL from prior year LCAP:	E. Parents and children are engaged and committed to their education **Metrics:** (i) Frequency of Parent-teacher conferences (ii) Frequency of community meetings (iii) Parents are satisfied with the relationship with their child's teachers [survey] (iv) School ADA (v) % of Chronic absenteeism (missing 18+ days of school)	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Rocketship Discovery Prep Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	(i) School holds conferences 3x / year (ii) School holds at least 4 meetings per year (iii) 70% of parents (iv) Maintain at least 95% ADA (v) Decrease 1% point or maintain rate below 3%	Actual Annual Measurable Outcomes:	(i) 2 have occurred so far; the last is scheduled for June 2015 (ii) RDP has held 8 community meetings as of April 2015 (iii) 83% of parents (iv) 95.45% as of April 2015 (v) 5.32% as of April 2015

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent involvement is critical to the academic success of Rocketship Discovery Prep students and the overall success of RDP. RDP already has key strategies of parent engagement including: • **Parent leaders.** These individuals will help lead various activities at school as well as be key liaisons within the community • **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 RDP. • **Parent volunteers.** 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. Having families deeply engaged in a school community benefits all students. For our Special Education students, this deep connection and frequent contact enables school staff to better align services, respond to students' changing needs and support families to provide instructional and behavioral coaching at home. Budget Allocation: Parent Appreciation & Materials	$7,550 (other)	Rocketship Discovery Prep has a robust parent engagement program. RDP provides frequent opportunities for parents to engage with school staff. Thus far in 2014-15, RDP has hosted 8 community meetings, back to school nights, science night, literacy night, movie night, exhibition nights, and multiple rounds of parent conferences. In this way, RDP encourages frequent connection of families to staff, families to each other, and the school community to the greater neighborhood community. Parents frequently lead these efforts along with school staff, thereby building their own skills as community leaders. RDP has spent more than was originally projected on this budget allocation. Funds have been used for refreshments at community meetings, programming during many evening events and parent appreciation gifts.	$12,201
Scope of service: School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Enrichment Coordinators 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. Budget Allocation: Enrichment Coordinators	$121,805 (other)	Rocketship Discovery Prep offered a variety of enrichments in 2014-15 including physical education, art, music and dance. Having additional enrichment coordinators not only adds greater variety and creates a more well-rounded learning experience for students, but it also means each enrichment center has fewer students. This ensures that all students receive adequate attention and that students are safe at all times. This has been particularly critical where physical education is concerned. Students also report being more engaged due to the variety of enrichment courses.	$127,692 (other)
Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School-wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase Field Trip Budget 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. For EL students, these trips build exposure and schema, as well as providing opportunities for students to practice both academic vocabulary associated with the content of the trip as well as functional vocabulary. For EL students, teachers may provide additional support, such as previewing content and providing useful sentence frames. Budget Allocation: Field Trips	$33,000 (other)	RDP students have taken a number of fieldtrips including class trips to the Monterey Bay aquarium and local museums. Our fourth and fifth graders also take overnight trips. Our fourth graders attend Vida Verde for an overnight science trip. Our fifth graders take part in a week long science camp at Yosemite. This is the highlight of the year as students bond with each other and their teachers and apply science content to new real-world scenarios. For many of our students, this trip is often the first time they spend significant time away from their homes, preparing them for middle school the following year. RDP used its entire budget allocation to fund these trips. Student and families made up the remainder through personal contributions and fundraising.	$33,000

Scope of service:	School-wide
_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Scope of service:	School-wide
_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Rocketship Discovery Prep intends to maintain many of the same parent engagement strategies we've used in the 2014-15 school year. We are working closely with the Rocketship network team to develop a new program to supplement our existing practices. We will partner with the Director of Parent Leadership to build community organizing and advocacy skills in a core group of committed parent leaders. We believe this work will have an immediate positive impact on our community and will ensure that our parents continue to advocate for their students as they progress to middle school and beyond. We plan to maintain three enrichment coordinators at RDP next year and are working with parents, students and staff to determine which courses in addition to physical education are of greatest interest and need for our students. We believe this added variety will help continue to engage students year over year. We do not have any planned changes to our fieldtrip program for the following year. Our students, parents and staff enjoy these events as they currently exist and have been able to make up the difference between the $33,000 allocation and actual costs through fundraising and personal means. We believe this fundraising component is important to maintain as it helps teach our Rocketeers to work hard for their goals and appreciate these trips.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 586,993

Rocketship Discovery Prep is located in San Jose Unified School District where the enrollment of unduplicated pupils is below 55%. As a result, RDP only qualifies for supplemental funding, not concentration funding, despite the fact that RDP is expected to have an unduplicated pupil population of 92%. RDP's estimated supplemental grant for 2015-16 is expected to be $586,993. Rocketship Discovery Prep plans to expend these funds on increasing support staff, maintaining class size reduction, and funding new Special Education staffing and services.

While the district may have a lower unduplicated account, the majority of the school's population is low income, where many of these school-wide initiatives will be a great benefit to these low income students.

The use of supplemental funds, while school-wide initiatives, are particularly beneficial for Rocketship Discovery Prep's unduplicated population as follows:

- **Increased support staff.** We know that our unduplicated population, and particularly our socio-economically disadvantaged students, can benefit from a high level of engagement with positive adult relationships throughout their school day. This investment in additional support staff will ensure that during critical transition points such as arrival, dismissal, lunch and recess, our unduplicated population is supported by adults who are ensuring they are provided with a safe and welcoming environment throughout the day.

- **Class size reduction.** Rocketship Discovery Prep's instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students and Special Education students, targeted small group instruction ensures that a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary

lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during small group guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. By reducing class size, we will ensure that our unduplicated population receive even smaller group instruction and increased attention from their highly qualified teacher.

- **Special education encroachment.** Rocketship Discovery Prep will add greater capacity to their Integrated Special Education team. The new ISE Specialist will reduce the caseload for each ISE teacher on campus, thereby increasing the personalized attention and frequency of services for Special Education students on campus, including more frequent Tier III tutoring, co-teaching and 1:1 services. As the costs of these services exceeds RDP's Special Education budget, this will be funded using supplemental LCFF funds.

- **Business Operations Manager.** The BOM oversees the daily operations of the school and oversees key processes such as breakfast, lunch, arrival and dismissal. As such, the BOM interacts with all students and families at the school and therefore plays a critical role in setting and upholding the culture of the school. The BOM is also responsible for maintaining the safety and positive culture of all common spaces. All students, including unduplicated students, benefit from a school environment that is safe, welcoming, and efficiently run.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15	%

Rocketship Discovery Prep's supplemental grant expenditures in 2014-15 is expected to be $372,711. The estimated supplemental grant funding for RDP in 2015-16 is estimated to be $586,993 which is a 57% increase from this year or $214,282 in additional funding for our unduplicated pupils. Services for unduplicated students must increase by 15%.

Maintaining class size reduction is the primary contributor in increased services as a result of increased funding. In 2013-14 classes were taught at a ratio of approximately 30:1, however, with the increased LCFF funding, class size ratios have been decreased to an average of 28:1. We will maintain this 28:1 ratio. Rocketship Discovery Prep's instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students, targeted small group instruction ensures that a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during small group guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. By reducing class size, we will ensure that our unduplicated population receive even smaller group instruction and increased attention from their highly qualified teacher.

In addition, the new Special Education staffing model will be of particular benefit to our unduplicated population as these students will receive higher quality and more frequent services as a result of this increased capacity.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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).

8-22-14 [California Department of Education]

Articles of Incorporation, Bylaws, and Conflict Code

Executed copies of each document are available upon request.

ARTICLES OF INCORPORATION

FIRST AMENDED AND RESTATED 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 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 agent for service of process is: Rocketship Education
Josh Mukhopadhyay
350 Twin Dolphin Drive, Suite 109
Redwood City, CA 94065

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, 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.

BYLAWS

FIRST AMENDED AND RESTATED BYLAWS OF ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Rocketship Education.

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 this corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this

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 Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This 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 corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

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

ARTICLE VII
BOARD OF DIRECTORS

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

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in 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 members.

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; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at a meeting of the Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the 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, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. If the Chairman of the Board of Directors does not appoint such committee, the Chief Executive Officer shall designate qualified candidates for election to the Board of Directors in the manner specified above.

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 without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members 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).[1] Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

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 Corporations Code Section 5211, or (c) a sole remaining director.

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

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.[2]

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 provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet 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

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[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.

[2] As stated in footnote #1, Rocketship Education Inc. shall operate under the terms of the Brown act whenever it is considered a public agency by virtue of operating one or more California public charter schools.

place as may be specified and noticed 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.

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, the Chief Executive Officer, the Secretary of the Board of Directors, or any two Directors. 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 each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

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

Section 19. QUORUM. A majority of the voting 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. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California in which the corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[3]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[4]

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 receive such compensation, if any, for their services as directors or officers, and 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, by resolution adopted by a majority of the directors then in office, may create one or more

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

[4] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

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 consistent 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 this 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.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a Chairman 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 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. At the annual meeting of the Board of Directors, the Board 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. 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, 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. 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, 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, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

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, 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 (a) overseeing and validating audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also 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.

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, or, if not ranked, a President or Vice-President designated by the Board, 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

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

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 Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

ARTICLE 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 its members, Board, and committees of the Board; 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, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

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

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

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.

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 SECRETARY

I certify that I am the duly elected and acting Secretary of Rocketship Education Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 28, 2013; and that these bylaws have not been amended or modified since that date.

CONFLICT CODE

ROCKETSHIP EDUCATION, INC.

CONFLICT OF INTEREST CODE

ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Rocketship Education, Inc. ("Rocketship") hereby adopts this Conflict ofInterest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Rocketship and any and all of the California pubic charter schools it

operates, as specifically required by California Government Code Section 87300.

DESIGNATED EMPLOYEES

Employees of Rocketship and the California public charter schools it operates, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board· members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

- Initial Statements. All designated employees employed by Rocketship and the California public charter schools it operates, on the effective date of this Code, as originally adopted, promulgated and approved by the Board of Directors of Rocketship, shall file statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a "designated employee" shall file an Initial Statement within 30 days after the effective date of the amendment.

- Governing Board Candidates. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.

- Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file statements within 30 days after assuming designated positions.
- Annual Statements. All designated employees shall file statements no later than April.

- Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.

- Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.

- Filing Statements. All Statements shall be supplied by Rocketship or the individual California public charter schools it operates. All Statements shall be filed with Rocketship or the individual California public charter schools it operates. The filing officer of Rocketship or the individual California public charter schools it operates, shall make and retain a copy and forward the original to the County Board of Supervisors.

STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

- Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.

- Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.

- Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition of disposal.

- Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.

STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

- A statement of the nature of the investment or interest;
- The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
- The address or other precise location of the real property; and
- A statement whether the fair market value of the investment or interest in real property exceeds one thousand dollars ($1,000), exceeds ten thousand dollars ($10,000), or exceeds one hundred thousand dollars ($100,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of one thousand dollars ($1,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

Personal Income Disclosure

Personal income is required to be reported under this Code, the statement shall contain the following:

- The name and address of each source of income aggregating $250 or more in value or $50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
- A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars ($1,000) or less, greater than one thousand dollars ($1,000), or greater than ten thousand dollars ($10,000);
- A description of the consideration, if any, for which the income was received;
- In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

- In the case of a loan, the annual interest rate and the security, if any, given for the loan.

Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

- The name, address, and a general description of the business activity; and
- The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars ($10,000).

Business Positions Disclosure

When reporting business positions, a designated employee shall list the name of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Rocketship decision (or the decisions of the California public charter schools its operates) which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars ($1,000) or more.

Any source of income totaling two hundred fifty dollars ($250) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)

Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.

Any donor of gifts totaling $250 or more in value provided or promised to the designated within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.

MANNER OF DISQUALIFICATION

Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board Member Designated Employees

Governing Board members shall disclose a disqual[redacted] interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Rocketship bylaws.

DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Rocketship Education, a California nonprofit public benefit corporation; that this conflict of interest code is the conflict of interest code as adopted by the Board of Directors on February 28, 2006; and that this conflict of interest code has not been amended or modified since that date.

[redacted] Advisory Board

Rocketship Education

Advisory Board Overview

Rocketship Education Bay Area

Founded in 2006, Rocketship Education is a California based 501(c) (3) nonprofit public benefit corporation whose mission is to eliminate the achievement gap by building a system of pre-K-5 charter schools. Rocketship Education is a leading public school system for low-income elementary school students. In pioneering its transformative public school model, Rocketship has delivered exceptional academic results through a focus on developing outstanding educators, empowering parents to advocate for their children and communities and personalizing instruction for all students.

Rocketship Education currently operates eight schools in San Jose, California, serving nearly 5,000 students, with plans to open one additional school in the fall of 2014. Among 2,000 low-income elementary schools in California, Rocketship schools rank in the top 5% statewide and are the top performing low-income schools in San Jose and Santa Clara County. Rocketship Education Schools in San Jose currently have over 2,500 students on their waitlist.

Advisory Board Membership

Rocketship Education is governed by a single Board of Directors, but we believe it is critical that strong local partnerships inform our growth and maximize our impact in each of the districts in which we work. To achieve this goal, we aim to form an advisory board consisting of a diverse group of parents, teachers, civic and business leaders committed to closing the achievement gap.

The Advisory Board ("Advisory Board") will consist of at least nine members and will grow proportionally as the number of schools increases. Each school will be represented on the Advisory Board by at least one member, selected from the school's School Site Council. The remainder of the Advisory Board will be made up of local civic and business leaders. A Rocketship Education Vice President will also serve as a member of the Advisory Board. At all times, at least 50% of the membership of the Board will be populated by parents of current Rocketship students. The Advisory Board Chair will be selected by the Advisory Board's members and will serve on Rocketship Education's Board of Directors.

Advisory Board Responsibilities

Advisory Board Members responsibilities are to:

- Ensure that the Rocketship Education's strategy and schools are aligned with student, family and community needs;
- Provide advice and counsel to the Rocketship Education Vice President who sits on the Advisory Board and, when a vacancy occurs, assist in the search for the Rocketship Education Vice President's successor;
- Advise the Rocketship Education Board of Directors through the Advisory Board Chair (who sits on the Rocketship Education Board) on plans and strategies for local growth, model improvement and staff development;
- Build local partnerships to enhance the quality and sustainability of Rocketship schools while also allowing for growth;
- Guest-speak at local events, political forums and site visits to share commitment with the community partners, media and support network.

Advisory Board Member Commitments

Terms of Service:

- Commit to serve on the Advisory Board for two years, with an option to renew for a third year. No Advisory Board member shall serve on the Advisory Board for longer than 2 consecutive terms (6 years total).

Meeting Commitments

- Attend ***all*** four Advisory Board meetings a year (subject to change per Advisory Board decision). Meetings will be at least 2 hours in length. At least two of the four meetings will be held at a Rocketship school.
- The Advisory Board Chair and two Advisory Board members will attend the Annual Meeting with the Rocketship Education Board of Directors.

Other Time Commitments

- Dedicate approximately one to three hours per month to outreach and collaboration related to Advisory Board goals.
- Attend select Rocketship Education events and site visits and invite current or prospective supporters.

RSED National Board Members

Dr. Fred Ferrer

CEO, The Health Trust
President, Rocketship Education Board of Directors

Frederick Ferrer leads the Health Trust, a non-profit charitable foundation, which provides direct health services, offers grants, builds community partnerships, advocates for policy changes, raises money and leads new initiatives to support its vision: making Silicon Valley healthier for everyone. Before joining The Health Trust, Ferrer founded and led Manzanita Solutions, where he provided consultation on child development, non-profit management and community inter-relations. Ferrer is the former Executive Director of Estrella Family Services, and was chair of the FIRST 5 Santa Clara County Commission. He is on the Board of Santa Clara University's Ignatian Center for Jesuit Education and is a former member of its Department of Education's Autism Advisory Board. For over 25 years, Ferrer has been on the adjunct faculty at De Anza College. He has completed two distinguished programs at Harvard University: the Performance Measurement for Effective Management of Nonprofit Organizations, and Strategic Perspectives in Non-Profit Management. Ferrer holds a B.S. degree from Santa Clara University, an M.S. degree from San Jose State University, and an honorary Doctorate of Public Service from Santa Clara University.

Alan Crites

Former CEO of Vendavo Inc.
Treasurer, Rocketship Education Board of Directors

Alan Crites is a retired business professional with over thirty years of experience spanning a diverse range of business sectors. As CEO of Vendavo, Inc., an enterprise software business, Al led the development of the company from its infancy to over 300 employees and a prestigious list of major customers. As a General Partner at InterWest Partners, a venture capital partnership, he helped to develop a range of successful businesses across the healthcare, information technology and retail sectors. And, as a Division General Manager at General Electric Company, he led a large organization as part of a diversified multinational company. He is a graduate of Michigan State University, and holds an MBA from Harvard Business School.

Arra Yerganian

CMO, One Medical Group
Secretary, Rocketship Education Board of Directors

Arra Yerganian brings broad senior management experience to San Francisco based, One Medical Group, the nation's leading network of primary care providers. Over the course of his 25-year career, Arra has held key leadership roles in marketing, sales and general management at a range of customer-focused companies like Procter & Gamble, the Dial Corp., Lennar Homes, and most recently University of Phoenix, where he also served as Chief Marketing Officer. Arra received a B.S. degree from Boston University and upon graduation earned the Scarlet Key distinction for academic excellence and campus leadership, and completed an Executive Education Program in Strategic Marketing Management at the Harvard Business School.

Alex Hernandez

Partner, Charter School Growth Fund
Member, Rocketship Education Board of Directors

Alex Hernandez is a partner at Charter School Growth Fund (CSGF), a venture philanthropy that provides growth capital for high-performing charter school networks. He leads CSGF's "next-generation" learning investments in blended learning programs as well as core investments on the West Coast and Texas. Alex is a former Area Superintendent for Aspire Public Schools, worked as a Broad Resident at Portland Public Schools, and taught high school math at View Park Prep High School in Los Angeles. Prior to that, Alex worked for several years with JP Morgan and Disney Ventures. He is a graduate of Claremont McKenna and has an MBA and Master of Education from Stanford University.

Alex Terman

Interim CFO, Leadership Public Schools
Member, Rocketship Education Board of Directors

Alex Terman has more than 15 years of professional experience in non-profit leadership, education reform, and business strategy. Alex presently works with Leadership Public Schools, a non-profit organization that operates and helps open public charter high schools throughout CA. Prior to Leadership Public Schools, Alex served as a Partner at The Learning Accelerator, a non-profit organization that supports the implementation of high-quality blended learning in school districts across America. Alex also was the co-founder and CEO of Digital Parent, an online service providing expert advice and e-learning resources 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. In addition to his involvement in education, Alex has experience working in business and corporate development roles at America Online and in management consulting at Bain & Company. He has an MBA from Stanford, an undergraduate degree in history from UC Berkeley and completed the Broad Residency, a two-year program that prepares leaders for senior management

Deborah McGriff

Managing Director, New Schools Venture Fund
Member, Rocketship Education Board of Directors

Deborah McGriff is a Managing Director at NewSchools Venture Fund. She 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. Crain's Detroit Business named her Newsmaker of the Year for 1992. Before that, she was the first female Assistant Superintendent in Cambridge, Massachusetts and the first female Deputy Superintendent in Milwaukee, Wisconsin. She was a teacher and administrator in the New York City Public Schools for more than a decade.
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.

Louis Jordan

Co-Owner, Tympany Vineyards
Member, Rocketship Education Board of Directors

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.

Raymond Raven

CEO, Orthopaedic Surgery Specialists
Member, Rocketship Education Board of Directors

Ray Raven, born and raised in East Side San Jose, brings a valuable perspective to the Board having been educated within the public school district where Rocketship Education 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.

Greg Stanger

Trustee, Yosemite Conservancy
Member, Rocketship Education Board of Directors

Greg Stanger brings to Rocketship 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.

Joey Sloter

TFA DC Region Gala Co-Chair, Gala Committee of TFA Regional Board at TFA DC Chair
Member, Rocketship Education Board of Directors | Chair, Rocketship DC Board

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.

Now that her children are grown, Joey has time to pursue her passion for education. 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 under-served communities. She is applying her policy experience to analyzing this issue, and identifying concepts and organizations that improve the quality of education across low income communities in D.C.

Volunteering for Teach For America has also connected Joey to a variety of resources, allowing her to learn about the effects of poverty on the ability to learn, teacher training and development, blended learning/digital differentiated learning, and charter schools. Joey recently coordinated the groundbreaking for Rockethip's first school in DC, which will open 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.

Ralph Weber

Founding Member, Gass Weber Mullins LLC
Member, Rocketship Education Board of Directors | Chair, Rocketship WI Board

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.

The prestigious international lawyer reference, Chambers Guide-USA, identifies Mr. Weber as a top commercial litigator, where his clients and peers describe him as "very thoughtful, top-notch and outstanding," they admire his "command of a courtroom" and note "He is the calm in a storm." He also has been recognized by his peers for many years through selection to Best Lawyers in America, and he has been selected in Best of the U.S. as one of the "Best of Class" service providers in the United States. In 2014, the Wisconsin Law Journal honored Mr. Weber as a "Leader in the Law."

In addition to a full legal practice, Mr. Weber has been active as an educator and community supporter. He teaches Trial Advocacy at Marquette University Law School (since 1995) and created a jury research and courtroom facility, the Trial Science Institute.

Mr. Weber is also a member of the Northwestern Mutual Board of Directors and he has founded and worked with several educational, charitable and nonprofit groups, including the Board of Pius XI High School (for which he chaired the Education Committee), 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).

RSED Senior Leadership Team and Organizational Structure

Senior Leadership Team Member	Position	Rocketship Start Date
Preston Smith	CEO	6/2007
Adam Nadeau	Vice President, Personalized Learning and Achievement	7/2009
Carolyn Davies Lynch	Vice President, Strategy & Scalability	1/2011
Jaclyn O'Brien	Vice President, Schools	7/2011
Andy Stern	Chief Business Officer	4/2012
Lynn Liao	Chief Program Officer	6/2012
Dynasti Hunt	Vice President, Human Resources	9/2013
Cheye Calvo	Chief Growth and Community Engagement Officer	5/2015
Chris Murphy	Vice President, Marketing & Communications	7/2015

Rocketship Senior Leadership Team

Preston Smith, Co-Founder & Chief Executive Officer

- 14 years of education experience in numerous roles including Teacher, Principal, Director of Schools, VP Bay Area, and Chief Achievement Officer.
- Founded multiple high-performing schools and led Rocketship to becoming one of the top low income districts in the state of California.

Andy Stern, Chief Business Officer

- 25 years of CFO and operations management experience.
- Multiple high-growth, venture capital-backed technology companies.
- 5 years as president of a diverse public high school foundation.

Lynn Liao, Chief Program Officer

- Most recently served as Managing Director of network services for the Broad Center.
- Co-founded and led the growth of The Broad Residency.
- Director at The Broad Foundation responsible for the Foundation's investment portfolio.

Rocketship Senior Leadership Team

Carolyn Davies Lynch, VP of Strategy & Scalability

- Prior to leading Rocketship's organizational strategy and scalable systems work, ran Rocketship's Operations team for several years.
- 5 years leading strategic work at BCG for orgs ranging from school districts to multinationals.

Cheye Calvo, Chief Growth & Community Engagement Officer

- Served as six-term, elected mayor of a diverse, financially strong, community-oriented, full-service municipality in Prince George's County, Maryland
- Led team that advanced legislation and executed agreements in Maryland, Ohio, and Florida to open and sustain innovative programs to prepare at-risk students for success in college

Dynasti Hunt, VP of Human Resources

- 9 years of Human Resources experience in both the for-profit and education sectors, with the last 5 years primarily focused on school district and charter human resources operations.
- Prior to Rocketship, led the Employee and Labor Relations Division for a district serving over 16,000 students in an urban setting.

Rocketship Senior Leadership Team

Adam Nadeau, VP of Achievement & Personalized Learning

- Prior to Rocketship, worked at KIPP Academy Nashville as a Founding Teacher, Grade-Level Chair, Department Chair, and Instructional Coach
- Several years experience in implementing behavior tracking, reporting, and intervention programs, coordinating student recruitment, and facilitating parent involvement, communication, and education

Jaclyn O'Brien, VP of Schools

- Prior to Rocketship, served for 5 years as Program Director for Teach for America
- Led 80% of my 2008-2009 corps member to achieve over 1.5 years growth with their students in reading and math, thereby exceeding corps member effectiveness goal by 50%
- Highest corps member satisfaction among Teach For America Program Directors nationwide

Christopher Murphy, VP of Marketing and Communications

- Led 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
- 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).

Fingerprinting & Criminal Records Check (Policy #124)

Most states require that all prospective employees of public and private schools undergo background checks covering reported child abuse and criminal history. Rocketship Education (RSED) is committed to employing individuals who pose no known risk of physical, emotional, or educational harm to children. This policy describes the fingerprinting and background check requirements for RSED employees; please refer to the relevant RSED Volunteer Policy for requirements related to volunteers.

All Employees

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.

It is the policy of Rocketship Education (RSED) to require fingerprinting and background checks (also known as "criminal records summaries") for all its employees as required by state or local law prior to beginning employment at RSED.[1] All prospective employees must abide by all applicable laws and agree to abide by the policies of RSED, including the submission of fingerprints and the approval for RSED or its designee to perform background checks.

The fingerprinting and background checks conducted with the Department of Justice[2] will be required for all new employees before the beginning of each school year. These will also be required of Rocketship employees who leave RSED and are then rehired. This requirement is a condition of employment.

RSED 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.

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1 Such as: California Education Code provisions of 44237 and 45125.1; Tennessee Code Annotated 49-5-413

2 For RSED employees working in Tennessee, these Criminal Summaries shall be conducted through the Tennessee Bureau of Investigation (TBI)

Arrest/Conviction Reporting (Policy #142)

Any Rocketship Education (RSED) employee who is arrested and charged or convicted of a crime while employed by RSED must within 72 hours report such arrest and charge or conviction to the RSED Department of Human Resources. Noncompliance with this requirement, or misrepresentation of the circumstances of an arrest or conviction, may constitute grounds for termination.

RSED STAFF TUBERCULOSIS TESTING POLICY

California, Wisconsin, Tennessee

This policy applies to all Rocketship schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant state and authorizer requirements in those regions.

This policy clarifies the RSED policy on tuberculosis testing for staff members, which is required of RSED employees in California and Wisconsin. The tuberculosis testing requirements mentioned in this document do not apply to Tennessee because it is not the local norm to TB test educators.

For requirements specific to school site volunteers, please refer to the relevant RSED Volunteer Policy.

1. No person shall be employed by RSED unless he/she has submitted proof of an examination within the past 60 days of the date of hire that they are free of active tuberculosis.

2. This examination shall consist of an X-ray of the lungs or an approved intradermal (skin) tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.

3. All employees be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually.

4. After such examination each employee shall file a certificate with the RSED HR Department from the examining physician showing the employee was examined and found free from active tuberculosis. These certificates shall be kept on file in the employee's personnel file.

5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, arrangements will be made with a designated physician for the examination and RSED shall bear the expense. If the employee chooses to have his or her own physician for this purpose, RSED will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.

6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute teachers.

This policy is adopted in compliance with the following resolutions:

- Rocketship Education Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013.
- Rocketship Education Wisconsin Board Resolution number "6-11-13 D7" adopted on June 11, 2013.

Date: 10 Dec 2013

Signed _____
Andrew Stern, Chief Business Officer
Rocketship Education

3. Safe Facilities

In accordance with Board policy and the *California Education Code 35183. 35183.5, 48907, 49066,* and *Code of Regulations Title 5, 302* both students and staff of the school campus have the constitutional right to be safe and secure in their schools. This includes having a safe physical environment.

School Location and Neighborhood
Rocketship Education's elementary schools are located in areas that have a higher poverty level and crime rate. The immediate area around the schools currently run in San Jose, CA include single family dwellings and rental homes. Present safety hazards include high resident turnover, underemployment, juvenile crime, high percentage of renters, unsafe public spaces and gang activity.

School Buildings
Rocketship will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

Hazardous Materials: Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the School will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.

Indoor Air Quality: A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. This will include activities described in the Safety Checklists.

Maintenance/Inspection of School Buildings: Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc. (See also: Safety Checklists).

Visitors/Campus Access Policies: Rocketship schools adhere to established visitor and volunteer policies. These policies shall be shared with schools on its box.net online file storage site.

Arrival/Dismissal: In addition, Rocketship Education maintains a school map established by school staff at each school indicating safe entrance and exit areas for pupils, parents and school employees on its box.net online file storage site and in hard copy at each school site.

A full copy of RSED's Health and Safety Policy can be provided upon request.

Framework for Emergency Preparedness

There are four stages of Emergency Management:

1) Mitigation/Prevention
2) Preparedness
3) Response
4) Recovery

1) Mitigation/Prevention
To prepare schools and staff for emergency management, RSED will emphasize mitigation/prevention of potential hazards or vulnerabilities at the school site. Mitigation/prevention activities occur outside of an active emergency - they are actions that eliminate or reduce a potential threat beforehand.

Mitigation/prevention activities included in RSED's approach to emergency management include:

1. Hazard analysis
2. Identifying hazards
3. Recording hazards
4. Analyzing hazards
5. Mitigating/preventing hazards
6. Monitoring hazards
7. Safety Audit

(2) Preparedness
Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in RSED's approach to emergency management include:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan and its appendices.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Reviewing drill, exercises and actual emergencies after they have occurring.
6. Revising safety plans as necessary.

(3) Response

Rocketship will prepare school staff to respond to emergency situations effectively and efficiently. This document contains carefully-devised Emergency Response Plans (See Part: 2) for several common emergencies. The goal of these plans is to guide staff to resolve an emergency situation quickly, while minimizing casualties and property damage.

(4) Recovery

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process may include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

- ***Note on Emergencies Occurring During Summer or Other School Breaks***
    - If a school administrator or other emergency response team member is notified of an emergency during the summer (or when students are not in attendance for other reasons, depending on the school schedule), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
        a) Disseminate information to Emergency Response Team members and request a meeting of all available members.
        b) Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
        c) Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
        d) Notify general faculty/staff by letter or telephone with appropriate information.
        e) Schedule faculty meeting for an update the week before students return to school.
        f) Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

Important Principle #1: While the Principal is ultimately responsible for leading school-wide emergency responses, any/all staff members should feel prepared to take charge in an emergency response situation.

School personnel are usually first on the scene of an emergency situation in or near the school. School leaders may not be the first responder in an emergency situation – it could be a teacher, support staff member, or the school psychologist. Staff members present during an emergency situation will be expected to take charge and remain in charge of an emergency response situation until it is resolved or until he/she can transfer command to the Principal or to an emergency responder agency with legal authority to assume responsibility. It is important that all RSED employees understand this expectation when committing to work at a Rocketship school.

Important Principle #2: Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside RSED.

When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. At no time, however, should school officials transfer responsibility for managing students to another agency – accounting for students is the responsibility of the school

Important Principle #3: Deciding what to do first in an emergency is a three-step process.

When an emergency situation occurs, school personnel must quickly determine which initial response action is appropriate for the situation. Evacuate or duck and cover? Lock the doors or go to a safe space?

There are three quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that are required.

Step #1: Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency is occurring. Is it a fire or an earthquake? Is it a fire in the neighborhood of the school or a fire in the classroom? Identifying the type of emergency will inform the appropriate response.

Emergency procedures for a range of man-made and natural emergencies are provided in the "Emergency Response Plan" of this document. As this list cannot be exhaustive to all emergencies and situations, school staff are expected to exercise their judgment determining which type of emergency most applies to the current situation.

Step Two: Identify the level of emergency

The second step in responding to an emergency is to determine the *level* (or degree/intensity) of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. Schools can think about three levels emergencies:

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step #3: Communicate and Determine Immediate Response Actions

Alerting others of an emergency situation on campus can save lives and minimize damage to the school site. School staff should understand the following:

Important Principle #4: Call 911 first.

After calling 911, the flow of information at a school site should go from the first responder to the Principal to the RSED regional office.

Important Principle #5: In case of fire, activate the alarm

In the event of a fire, any one discovering the fire should activate the building fire alarm system and the building should evacuate immediately.. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or designee.

Important Principle #6: All RSED employees are responsible for notifying school leaders of emergencies

In the event the Rocketship main office is in receipt of information of an emergency near a school campus, such as a weather warning that may affect a school within Rocketship Education, the information shall be provide ASAP to the school Principal.

Once the type and extent of an emergency have been identified and initial communications made, school personnel can determine if an ***immediate response action*** is required:

Emergency Response Actions – Summary	
Duck and Cover (and Hold) *Earthquake*	1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or Office Manager should make an announcement over the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 3. If *inside*, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If *outside*, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away form buildings, trees, and power lines.
Shelter-in-Place *Airborne Contaminants, Criminal Activity in Area (Non-Imminent Threat)*	1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. *If inside,* teachers will keep students in the classroom until further instructions are given. 3. *If outside,* students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
Lockdown *Intruder*	1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. *If outside,* students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 3. *If inside,* teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. 4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. 5.The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.
Evacuate Building (Primary Evacuation Site) *Fire*	1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will initiate a fire alarm. 3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area.* 4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary

	Evacuation Site). 5. Once assembled, teachers and students will stay in place until further instructions are given
Off-Site Evacuation (Secondary Evacuation Site)	1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map. 3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location. 4. Once assembled off-site, teachers and students will stay in place until further instructions are given. 5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
Go to Safe Site *Tornado*	1. A siren will sound, or the Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. 2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site. 3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe. 4. The Principal will announce to staff when it is safe to leave the safe site.
All Clear *Emergency is Over*	1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns

5. Immunizations/Physical Exams

Applicability

This policy applies to all applicants to each Rocketship School and the administration of the School in charge of admissions.

Immunizations

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the School staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

a) Diphtheria.
b) Measles.
c) Mumps, except for children who have reached the age of seven years.
d) Pertussis (whooping cough), except for children who have reached the age of seven years.
e) Poliomyelitis.
f) Rubella.
g) Tetanus.
h) Hepatitis B.
i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from a doctor or immunization clinic.

Exceptions are allowed under the following conditions:

a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
b) A parent may request exemption of their child from immunization for personal beliefs.
c) Students who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Physical Examinations

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Section 124085. Information and forms are distributed to students enrolled in kindergarten.

Failure by parents or guardians to obtain an examination for a student or a waiver will result in that student being denied enrollment.

Changes in a student's medical status must be provided to the Schoolalong with a physician's written verification of the medical issue, especially if changes impact in any way the students' ability to perform schoolwork.

Communicable and Contagious Disease/Illness

Schools, like other work places, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of an RSED school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

The following are among the most common communicable diseases in school/childcare settings:

Chickenpox: Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.

Common Cold: The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.

Fifth Disease: Fifth disease, a mild, usually nonfebrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

Hepatitis B: Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.

Influenza (Flu): Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.

Measles: Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.

Meningitis (Bacterial): Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococcemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

Meningitis (Viral): Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal corde. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

(MRSA) Methicillin-Resistant Staphylococcus Aureus: MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

Mumps: Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious form 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.

Tuberculosis: TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.

Whooping Cough (Pertussis): Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symtpoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing following by a "whoop." A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits.

(Adapted from: http://www.uft.org/our-rights/meningitis-viral)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak **(3 or more confirmed cases)** of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

1) The Principal reports incident to the Director of Schools

2) The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information

3) If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)

4) The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)

5) The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)

6) The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)

7) The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-complaint (unvaccinated) children* or those with *religious exemptions* to vaccination

Bloodborne Pathogens Safety Procedures

RSED Policy on Bloodborne Pathogens Safety

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens[3].

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, blood borne pathogens:

- Being prudent and wise in their work to minimize exposure to blood borne pathogens
- Never underestimate the risk of exposure to blood borne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
- Whenever an employee is exposed to a blood borne pathogen

The plan is available for review by all Rocketship employees at any time.

Methods of Compliance

To effectively eliminate or minimize exposure to blood borne pathogens, Rocketship has implemented the following methods of compliance.

- **Universal Precautions**: Rocketship observes the practice of "Universal Precautions" to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.

- **Engineering Controls**: When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to blood borne pathogens including:
  - Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to all employees who have potential for exposure.
  - Containers for contaminated sharps have the following characteristics:
    - Puncture-resistant
    - Color coded or labeled with a biohazard warning label
    - Leak-proof on the sides and bottom
  - Specimen and Secondary Containers which are:
    - Red in color
    - Puncture-resistant, when necessary
    - Color coded or labeled with a biohazard warning label

[3] As outlined in the *California Code of Regulations ("CCR") Title 8, Section 5193.*

- Leak-proof on the sides and bottom

- **Workplace Controls:** Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - *PPE*), clean-up and housekeeping techniques

- ***Hand washing***: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.

- ***Gloving (and other personal protective equipment - PPE):*** Gloves and other PPE should be worn at a minimum under the following conditions:
  - At all times when contact is anticipated with blood or other bodily fluids.
  - When the wearer has an open sore or cut and handling bodily fluids or blood.
  - When rendering first-aid.
  - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

- ***Clean-Up of Spills:*** The following safe practices should be followed when cleaning up spills:
  - Always wear gloves and other PPE as necessary to prevent exposure
  - Use towels or other absorbents in conjunction with soap and water.
  - Use approved disinfectants as necessary.
  - Discard absorbents and other materials in appropriate plastic bag labeled for such items
  - Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.

- ***Housekeeping:*** The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
  - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
  - If equipment or PPE become contaminated, immediately remove and replace them.
  - Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
  - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
  - Discard regulated waste in manner consistent with law.
  - Discard sharps immediately in containers provided for such.
  - Always close containers
  - If a container is leaking place one container in a second container.
  - Containers for regulated waste other than sharps are red in color and labeled biohazard.
  - The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal offsite shall be kept by the school.

Information and Training

Employees shall be retrained annually to ensure that their knowledge is current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her designee is responsible for ensuring that all employees who have a potential for exposure to blood borne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard (https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051)

- The location of this policy and that it is available for review at any time
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, sharps disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.
The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and

notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

- The vaccination program has been implemented for those employees who may be exposed to blood borne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

- Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a "vaccination declination form". The Principal or a designated employee shall notify all interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

- If an employee is accidentally exposed to blood borne pathogens during the performance of their work, the following shall be immediately conducted:
    - Employees shall receive medical consultation and if necessary, treatment
    - An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
        - Date and time of exposure
        - Location of exposure
        - The type of potentially infectious materials (blood, urine, etc.)
        - Source of infectious materials
        - Circumstances of the exposure (type of work being conducted)
        - Cause of exposure if known (accident, equipment malfunction, etc.)
        - Was PPE being worn
        - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)

- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
- A post-exposure check list shall be used.
- Follow-up shall provide exposed employee with the following confidential info:
    - Documentation regarding the routes of exposures and circumstance
    - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
    - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.

- The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations is indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which require further evaluation or treatment.

- A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.
    - All medical records concerning employees are kept confidential and will not disclose or report any information to anyone without the written consent of that employee (except as required by law).

RSED CAMPUS ACCESS AND VISITOR POLICY
California, Wisconsin, and Tennessee

This policy applies to all Rocketship Education schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Education ("RSED") strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff.

To ensure the campus safety and minimize interruption of the instructional program, Rocketship has established the following procedures to facilitate visits during regular school days:

Front Entrance

At all times during the school day, the front office to a Rocketship school will be manned by a Rocketship staff member. For the purpose of this policy, the school day is defined as a period of time that starts 30 minutes before the beginning of the instructional day and ends 30 minutes after the end of the instructional day.

Ensuring that the front office is manned at all times is a primary responsibility of the school's Office Manager. If the Office Manager is unable to be at the front desk for some reason, he/she is responsible for finding another Rocketship staff member to be present. Individuals who are not RSED staff members should NOT be asked to man the front desk.

Visitor Registration and Passes/Badges

All visitors (including RSED regional and national staff members) are required to register with the front office immediately upon entering any school building or grounds during school hours.

After registering in the Front Office, visitors who are not RSED employees will be issued a Visitor's Pass that they must display at all times while on campus.

RSED regional/national staff ("Network Support") will receive personal identification badges from the Rocketship Human Resources Department. Network Support staff must display their badge on their persons at all time while at a school site. If a Network Support staff member forgets his or her badge, he or she will need to obtain a Visitor's Pass.

All visitors must also sign out when leaving the campus.

Any visitor may be asked to provide personal identification at any time.

Arranging for a Campus Visit

Visits during school hours by non-RSED staff should be arranged with the teacher and Principal (or designee) at least three (3) days in advance. Teacher conferences should be arranged by appointment at least three (3) days in advance and must be scheduled to take place during non-instructional time.

Parent/guardians who want to visit a classroom during school hours must first obtain written approval from the classroom teacher and the Principal or designee.

For grounds for removal/refusal of a visitor at a school site, please consult the Appendix.

APPENDIX A: CALIFORNIA GROUNDS FOR REFUSAL/REMOVAL

The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

The Principal may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or the Board President within five days after the denial or revocation. The Principal or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven days after the Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

At each entrance to the School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

RSED SEXUAL HARASSMENT POLICY
California, Wisconsin, and Tennessee

This policy applies to all Rocketship schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant State and authorizer requirements in those regions.

Rocketship Education is committed to protecting the rights of all employees to work in an atmosphere free from all forms of sexual harassment.

It is a violation of this policy for any student or employee of Rocketship to harass a student or an employee through conduct or communication in any form as defined in this policy. Rocketship Education will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. Rocketship Education will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

DEFINING HARASSMENT

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

Sexual harassment can include, but is not limited to: sexual advances; verbal harassment or abuse; subtle pressure for sexual activity; touching of a sexual nature including inappropriate patting or pinching; intentional brushing against another person's body; demands for sexual favors; graffiti, posters, cartoons, caricatures, and jokes of a sexual nature; playing sexually explicit audio/video tapes; sex-oriented verbal kidding or abuse, and; spreading rumors about or rating another person's sexual activity or performance.

Harassment on the basis of age, religion, marital status, creed, disability, or race/national origin is a form of discrimination and consists of conduct or communication, submission to or rejection of which; is made either explicitly or implicitly a term or condition of an employee's job, pay, or career; is used as a basis for career or employment decisions affecting that employee, or; creates an intimidating, hostile, or offensive environment.

MAINTAINING AN ENVIRONMENT FREE FROM HARASSMENT

All employees have the responsibility to maintain work place and school environments free from any form of sexual harassment. Consequently, should the Chief Executive Officer become aware of any conduct which may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees are expected to act in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.
Prohibited conduct by anyone includes but is not limited to:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

REPORTING AND ADDRESSING HARASSMENT

Any staff member who has experienced or is aware of a situation which is believed to be harassing or sexually harassing has a responsibility to report the situation immediately to the individual's supervisor and/or to the Rocketship Human Resources Department. A Sexual Harassment Complaint Form may be obtained from your supervisor or the Rocketship National Human Resources department.

The designated Rocketship representative and the individual's supervisor will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A final letter, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the Chief Executive Officer, or if the employee is not satisfied with the outcome of the investigation, the employee should also bring the matter to the attention of the Rocketship Legal Department.

All complaints of sexual harassment will be investigated promptly, objectively and as-confidentially as possible. Employees are required to cooperate in any investigation.

NON-RETALIATION

Retaliation of any kind against an employee who, in good faith, reports a claim of harassment will not be tolerated. Employees found to have engaged in retaliation will be promptly and appropriately disciplined. Disciplinary action may be taken up to and including dismissal.

This policy is adopted in compliance with the following resolutions:

- Rocketship Education Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013.
- Rocketship Education Wisconsin Board Resolution number "6-11-13 D7" adopted on June 11, 2013.

Date: 18 Feb 2014

Signed _____
Andrew Stern, Chief Business Officer
Rocketship Education

RSED MEDICATION ADMINISTRATION POLICY [DRAFT]
California, Wisconsin, and Tennessee

This policy applies to all Rocketship Education schools in California, Wisconsin, and Tennessee. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Education ("RSED") is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with local laws[1].

Notifying the School of Student Medications

When a child enrolls in an RSED school, the child's parent/guardian is asked to submit a completed "Health Appraisal Form" that provides the school with information on the child's health concerns or conditions, if any, and also on any medications taken by the child (in or out of school). This document is kept in a private student folder and the information it contains is used only to promote the health and well being of the student at school and in case of emergency.

Parents/guardians should notify the school if their child develops new medical condition or experiences changes in a pre-existing medical condition after enrollment, such as changing the type or dosage of a medication.

If a child is regularly taking medication for a health problem, even if he or she only takes the medication at home, we ask that a child's parent/guardian provide the school's Office Manager with written documentation listing the medication being taken, the current amount taken, and the name and contact information for the doctor who prescribed it. This information will be kept in a confidential student folder. Template medication authorization forms are available for this purpose.

If a child needs to take or have access to regular or emergency medication at school, the child's parent/guardian should refer to the guidelines below. Please note that this policy contains additional information specific to Epi-Pens and inhalers. These are included at the end of this policy.

Self-Administration of Prescription and Non-Prescription Medications at the School Site

Except in some emergency circumstances or where addressed in a student's Section 504 Plan or Individual Education Program (IEP), Rocketship employees are not authorized to administer medication to students or to perform medical procedures on students. Upon request of the child's parent/guardian and with verification from the child's physician, however, school staff can assist students in the self-administration of medications at the school site. This applies to both prescription and non-prescription medication.

The following guidelines apply to the self-administration of medication at school:

- Medications should be limited to those required during school hours and necessary to maintain the student's enrollment in the school. Before requesting that school staff assist in the self-administration of medication at a school, the child's parent/guardian should consider other options, such as consulting with the child's physician to see if the medication schedule can be

[1] California Education Code Section 49423 and the California Code of Regulations, Title 5, Article 4.1; Tennessee Code Section 49-5-415; Wisconsin Statute Section 118.29

adjusted so that medication is administered before or after the school day and/or arranging for the child's parent/guardian to come to school to oversee the administration.

- The student must be competent to self-administer the medication with assistance.
- The self-administration of medication must be properly documented before medication can be kept or taken at school. This means that the child's parent/guardian and the child's physician must complete the appropriate regional medication authorization form[2] and submit this to the school's Office Manager. This form must be provided annually to the school.
- If more than one medication is required for the child, a separate form is required for each medication.
- The school will retain a copy of the aforementioned medication authorization form at the school site for the remainder of the school year or until a form is completed due to a change in the prescription (see below).
- If a student's prescription is altered in any way, the child's parent/guardian must submit a new medication authorization form.
- The child's parent/guardian is responsible for bringing medications to the school, refilling medications as needed, and collecting all unused medication at the end of the year.
- Prescription medication must be brought to the school in the original, pharmacy labeled container. The container must display the child's name; prescription number; medication name and dosage; administration route or other directions; date; licensed prescriber's name; and the pharmacy name, address, and phone number.
- All non-prescription drugs given in school shall be brought in with the original label listing the ingredients, dose, and schedule appropriate for the child's age. The child's name should be affixed to the container.
- All medications, with the exception of medications that students are approved to carry and self-administer, will be stored in a secure, separate cabinet or refrigerator in the schools' Front Office.
- School staff will be trained annually in assisting students in the self-administration of medication[3]. Only RSED staff will assist students in medication administration; parent volunteers will never be asked to assist in medication administration.
- Every time a student takes medication at a school site, school staff will record each administration of this medication on a medication administration log[4].

Training

At a minimum, all school leaders (Principals, Assistant Principals, Office Managers, and Business Operations Managers) at a site will be trained to assist and document the self-administration of medications.

Controlled Substances

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[2]Updated medication administration forms are available on the RSED shared document repository (ex. Box). The medication authorization form is called the "Medication Self-Administration Form (CA)." The medication authorization form for Wisconsin is called the "Medication Permission Form." The medication authorization form for TN is called the "Request for Assistance in Self-Administration For (NSH)."

[3] In Tennessee, this training will be delivered by a registered school nurse. At least two staff members per site will be trained to assist in medication administration.

[4] A standard template for the Medication Administration Log is available on the RSED shared document repository (Box). All RSED schools are expected to sue this form.

A controlled substance is defined as a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)). Some medications, including Ritalin, are considered controlled substances. If a school staff member is uncertain about whether ot not a medication is considered a controlled substance, he/she should contact the child's physician.

Controlled medications must be counted and the count must be recorded at the time that medication is delivered to the school on the medication administration log. . The parent/guardian must be asked to verify the school staff member's count and sign the form.

Medication Error

Medication error includes the following: (1) failure to administer the medication, (2) administering the wrong dosage of medication, (3) administering the wrong medication, (4) administering to the wrong student, (5) administering at the wrong time, (6) Administering by the wrong route.

If a staff member becomes aware of an error in the self-administration of medication, the child's parent will be contacted as soon as possible and an Accident/Incident Report will be drafted and filed. If the error results in a medical emergency, a staff member will call 911.

The approved Medication Authorization Forms will be kept on the RSED shared document repository for all staff to access.

Inhalers (Asthma)

An inhaler is a device holding a medicine that is taken by breathing (inhaling). Students with asthma frequently require inhalers to deliver regular and as-needed medications.

If a child requires access to asthma medication – such as an inhaler – while on campus, the child's parent/guardian will need to submit a completed Medication Authorization form signed by the child's physician and parent/guardian.

Pursuant to state law, Students with asthma will be allowed to possess and self-administer a prescribed, metered dosage, asthma reliever inhaler if the parent/guardian and physician authorize this on the medication authorization form. However, Rocketship may revoke the student's possession and privileges if the student misuses the inhaler or makes it available for usage by another person.

Epi-Pens (Severe Allergies)
Epi-Pens (emergency epinephrine auto-injectors) are used for the emergency treatment of life-threatening allergic reactions (anaphylaxis).

Rocketship Education schools will stock emergency Epi-Pens (emergency epinephrine auto-injectors) for general emergency use.

School staff will call 911 as soon as possible when an incident or suspected incident of anaphylaxis is observed. Trained staff will prioritize administering the Epi-Pen before calling 911.

The student's parent/guardian will be notified as soon as possible after calling 911 when an Epi-Pen is used, whether it is administered or self-administered. If the child's parent/guardian cannot immediately

be notified when an Epi-Pen is used, an emergency contact will be called. If possible, the student's physician will also be notified when an Epi-Pen is used.

Other Chronic Medical Conditions

Rocketship Education school staff will arrange for the provision of required medical services to students with other medical conditions, such as diabetes and epilepsy, pursuant to state laws. The child's parent/guardian should contact a school leader to discuss options for accommodating their child's medical needs, which may include creating a 504 Plan and/or an Individual Health Plan (IHP)[5].

[5] Schools must create Individual Heatlh Plans for students with chronic medical conditions in Tennessee. These plans must be created/maintained by a school nurse. See also "RSED TN Guidelines for Individual Health Plans"

Substance Abuse Policy

Rocketship is committed to promoting safety and employee health in the workplace and to creating a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees can adversely affect the workplace health, safety, and productivity and can damage public confidence and trust in Rocketship Education.

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, and to protect its business, property, equipment, and operations, RSED has established this policy concerning the use of alcohol and drugs. As a condition of continued employment with RSED, each employee must abide by this policy.

Definitions

For purposes of this policy:

(1) "Illegal drugs or other controlled substances" means any drug or substance that (a) is not legally obtainable; or (b) is legally obtainable but has not been legally obtained; or (c) has been legally obtained but is being sold or distributed unlawfully.

(2) "Legal drug" means any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed.

(3) "Abuse of any legal drug" means the use of any legal drug (a) for any purpose other than the purpose for which it was prescribed or manufactured; or (b) in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer.

(4) "Possession" means that an employee has the substance on his or her person or otherwise under his or her control.

(5) "Reasonable suspicion" includes a suspicion that is based on specific personal observations such as an employee's manner, disposition, muscular movement, appearance, behavior, speech or breath odor; information provided to management by an employee, by law enforcement officials, by a security service, or by other persons believed to be reliable; or a suspicion that is based on other surrounding circumstances.

Prohibited Conduct

The prohibitions of this section apply whenever the interests of RSED may be adversely affected, including any time an employee is (1) on RSED premises; (2) conducting or performing RSED business, regardless of location; (3) operating or responsible for the operation, custody, or care of RSED equipment or other property; or (4) responsible for the safety of others in connection with, or while performing, RSED -related business.

Alcohol: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge: (1) the unauthorized use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of alcohol; or (2) being under the influence of alcohol.

Illegal Drugs: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge: (1) the use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of any illegal drug or other controlled substance; or (2) being under the influence of any illegal drug or other controlled substance.

Prescription Drugs: This policy prohibits (1) the abuse of any legal drug; (2) the purchase, sale,

manufacture, distribution, transportation, dispensation, or possession of any legal prescription drug in a manner inconsistent with law; or (3) working while impaired by the use of a legal drug whenever such impairment might endanger the safety of the employee or some other person, pose a risk of significant damage to RSED property or equipment; or substantially interfere with the employee's job performance or the efficient operation of the RSED's business or equipment. Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs, so long as that activity does not violate any law or result in an employee being impaired by the use of such drugs in violation of this policy.

Drug Free Awareness Program

RSED has established a Drug-Free Awareness Program that is designed to inform employees about the dangers of drug abuse in the workplace and to help ensure that employees are familiar with this policy and with the disciplinary actions that can result from a violation of this policy. From time to time, employees will be requested to attend one of the sessions of the Drug-Free Awareness Program. During each such session, employees will be given current information about available programs offering counseling and rehabilitation.

Managers and supervisors should be attentive to the performance and conduct of those who work with them and should not permit an employee to work in an impaired condition or to otherwise engage in conduct that violates this policy. When management has reasonable suspicion to believe that an employee or employees are working in violation of this policy, prompt action will be taken.

Drug Testing

1. Reasonable Suspicion Testing

If RSED has reasonable suspicion that the employee is working in an impaired condition or otherwise engaging in conduct that violates this policy, the employee will be asked about any observed behavior and offered an opportunity to give a reasonable explanation. If the employee is unable to credibly or adequately explain the behavior, he or she will be asked to take a drug test in accordance with the procedures outlined below.

If the employee refuses to cooperate with the administration of the drug test, the refusal will be handled in the same manner as a positive test result.

2. Procedures for Drug Testing

RSED will refer the applicant or employee to an independent, National Institute on Drug Abuse (NIDA)-certified medical clinic or laboratory, which will administer the test. RSED will pay the cost of the test and reasonable transportation costs to the testing facility. The employee will have the opportunity to alert the clinic or laboratory personnel to any prescription or non-prescription drugs that he or she has taken that may affect the outcome of the test. All drug testing will be performed by urinalysis.

The clinic or laboratory will inform RSED as to whether the applicant passed or failed the drug test. If an employee fails the test, he or she will be considered to be in violation of this policy and will be subject to discipline accordingly.

3. Acknowledgment and Consent

Any employee subject to testing under this policy will be asked to sign a form acknowledging the procedures governing testing, and consenting to (1) the collection of a urine sample for the purpose of determining the presence of alcohol or drugs, and (2) the release to RSED of medical information regarding the test results. Refusal to sign the agreement and consent form, or to submit to the drug test, will result in the revocation of an applicant's job offer, or will subject an employee to discipline up to and including termination.

4. Confidentiality

All drug testing-records will be treated as confidential.

Notification of Criminal Convictions

Employees must notify RSED of any conviction under a criminal drug statute for a violation occurring in the workplace or during any RSED-related activity or event. Employees must notify RSED within five days after any such conviction. When required by federal law, RSED will notify any federal agency with which it has a contract of any employee who has been convicted under a criminal drug statute for a violation occurring in the workplace.

Disciplinary Action

Violation of this policy may result in disciplinary action up to and including immediate termination. An employee who is convicted under a criminal drug statute for a violation occurring in the workplace or during any RSED-related activity or event will be deemed to have violated this policy. Mandatory participation in and satisfactory completion of an inpatient or outpatient drug or alcohol abuse assistance or rehabilitation program may become a condition of continued employment upon violation of this policy.

SmokeFree Environment (Policy #148)

Rocketship's offices and schools are smoke-free environments. Smoking is not allowed anywhere on a school campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Mandated Reporter (CA)(Policy #109)

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are legally mandated reporters. **As an employee of a Rocketship Education school, or an employee of the Rocketship Education National office who has regular contact with children, you are a Mandated Reporter. A mandated reporter must make a report to the Department of Family and Children's Services whenever, in his/her professional capacity or within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.**

This "Mandated Reporter Policy" is intended to educate Rocketship Education school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act, as well as the procedures for complying with the Act.

When Must you Report?

California's reporting law requires a report to be made when a mandated reporter has a "**reasonable suspicion**" of abuse. According to CA Penal Code § 11166(a)(1) "**reasonable suspicion**" means that it is "**objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.**"

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable federal and state law, when the victim is a child (ordinarily a person under the age of 18), the following types of abuse must be reported by all legally mandated reporters. The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-–accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-–organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under 14 years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three years younger, or a person 21 years or older with a minor who is under 16 years old.

Non---Sexual Exploitation

Non---Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is nonphysical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting---out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.
- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

1. The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

2. Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

    a. In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services **24 hours a day** by calling the:

    Child Abuse and Neglect Center
    (408) 299---2071

    b. If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

3. Within 36 hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

    a. Form SS 8572 (State of CA Suspected Child Abuse Form)
    http://oag.ca.gov/sites/all/files/pdfs/childabuse/ss_8572.pdf?

    b. Instructions for Form SS8572
    http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf?

    c. If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to:

    Santa Clara County Department of Family and Children's Services
    Child Abuse and Neglect Center
    373 West Julian St. – Second Floor
    San Jose CA 95110

4. Joint Knowledge

   a. It is the policy of Rocketship Education that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you so inform him/her. **REMEMBER, reporting the information to the Principal or any other person shall <u>not</u> be a substitute for your making a mandated report to one of the agencies specified above.**

   b. However, when two or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report himself/herself.

   c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

5. After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

<u>Immunity from Liability</u>

- Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false <u>and</u> the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report (PC § 11172(a)).
- No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction (PC § 11166(i)).
- The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies (PC § 11167(d)(1); PC 11167).
- In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, he or she may present a claim to the State Board of

Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action (PC § 11172(c)).

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Employee Training

All employees must proof of completing the training within the first six weeks of the school year or within the first six weeks of that person's employment." (Educ. Code § 44691.) Thus, all existing employees must be trained and provide proof of training prior to or within the first six weeks of the start of school. Any employees hired after the school year begins must complete the training and provide proof of completion prior to or within the first six weeks of their employment.

RSED STUDENT SUSPENSION AND EXPULSION POLICY
California

This policy applies to all Rocketship Education schools in California. This policy was written in compliance with relevant state and authorizer requirements in California.

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605(b)(5)(J)

Introduction

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at all Rocketship Education (RSED) Schools. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. 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.

This policy and its procedures will be printed and distributed as part of the Parent Handbook and will clearly describe discipline expectations. Rocketship shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these policy and administrative procedures are available on request at the school office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom RSED has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") 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 regular education students except when federal and state law mandates additional or different procedures. RSED will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the special education provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom

RSED 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. Rocketship shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall coordinate with the District the manifestation determination process prior to the expulsion of any such student as well.

A. **Grounds for Suspension and Expulsion of Students**

A student may be 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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. **Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

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 firearm, knife, explosive, or other dangerous object 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, sold 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.

7. Stole or attempted to steal school property or private property.

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.

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. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.

13. 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.

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. 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.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. 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.

18. 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 discipline pursuant to subdivision (1) above.

19. Made terrorist threats against school officials and/or school property. 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 one thousand dollars ($1,000), 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, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 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 shall apply to pupils in any of grades 4 to 12, inclusive.

21. 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 shall apply to pupils in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

23. 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 pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or 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, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within three (3) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. **Authority to Expel**

The full authority of the Board of Directors to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the RSED Board of Directors. The Academic Affairs Committee shall consist of three board directors of the RSED Board. The Academic Affairs Committee may expel any student found to have committed an expellable offense.

Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The Academic Affairs Committee will pre-appoint a panel of at least five certificated persons, each from different Rocketship school sites. Should any of the persons appointed to the panel be employed by the staff of the school in which the pupil is enrolled, he/she will recuse him/herself from the proceedings.

E. **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense, unless the pupil requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within ten 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 (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of RSED' disciplinary rules which relate to the alleged violation;

4. 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;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

RSED 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 which shall be examined only by RSED 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 Three (3) 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. RSED 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 person or panel conducting the 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 person 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 person 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person 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, RSED must present evidence that the witness' presence is both desired by the witness and will be helpful to RSED. The person 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 courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the 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 person 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.

G. **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.

H. **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 and decision by the Board 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 and sworn 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.

If, due to a written request by the expelled pupil, 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, who will make a final determination regarding the expulsion. The decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. **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:

1. Notice of the specific offense committed by the student

2. 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 RSED.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

a) The student's name

b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Rocketship 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 a transcript of grades or report card and health information.

J. **Disciplinary Records**

RSED shall maintain records of all student suspensions and expulsions at Rocketship Schools. Such records shall be made available to the District upon request.

K. **Right to Appeal**

The pupil/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee within thirty days of receipt of the appeal.

If decision to expel is upheld and the pupil/family is still dissatisfied with the decision, they may request one final appeal to the RSED Executive Committee. The request to appeal must be made in writing and shall be submitted to the Executive Committee within fifteen business days of being made aware of the decision to uphold the expulsion of the student. The appeal shall be heard by the Executive Committee within thirty days of receipt of the appeal.

L. **Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. **Rehabilitation Plans**

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 pupil may reapply to RSED for readmission.

N. **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter 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 RSED' capacity at the time the student seeks readmission.

O. **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

i. **Notification of District**

Rocketship shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who Rocketship or the District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

ii. **Services During Suspension**

Students suspended for more than ten (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 or functional analysis, 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 alterative educational setting.

iii. **Procedural Safeguards/Manifestation Determination**

Within ten (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 ten (10) school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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 shall:

a) Conduct a functional behavioral assessment or a functional analysis 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.

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.

iv. 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 or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

v. Special Circumstances

Rocketsihp 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 forty-five (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 USC 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 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketsihp shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Rocketship supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Rocketship personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Rocketship supervisory personnel.

If the school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-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.

This policy is adopted in compliance with the following resolution:

- Rocketship Education Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013..

Date: 6 May 2014

Signed _____
Andrew Stern, Chief Business Officer
Rocketship Education

Appendix BO-1: Budget Narrative & Cash Flow Statement

The Rocketship Discovery Prep Charter Renewal ("RDP") financial statements include a five year pro-forma annual budget and monthly cash flow statement (2015/16 – 2019/20).

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 50% English Learners (EL), 88% Free and Reduced Lunch (FRL), and an unduplicated population of 93%. 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. Based on current attendance rates for the first half of this year, the forecast for 2015-16 assumes a 95% ADA percentage. This is consistent with historical averages at RDP. Conservatively, the budget assumes a 94% attendance rate for the remaining three years of the pro-forma. ADA is used to calculate many of the revenue sources.

The following table shows our projected enrollment and ADA.

Table A: Enrollment & ADA

	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment & ADA					
Projected Enrollment by Grade					
Kindergarten	107	120	120	120	120
1st Grade	75	120	120	120	120
2nd Grade	90	108	112	112	112
3rd Grade	93	108	104	108	108
4th Grade	103	66	84	84	84
5th Grade	45	54	30	56	56
Total Enrollment	**513**	**576**	**570**	**600**	**600**
Average Daily Attendance					
ADA %	*95%*	*94%*	*94%*	*94%*	*94%*
ADA Total	**487**	**541**	**536**	**564**	**564**

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 30-40% attrition into the 5th grade due to students exercising choice with their middle school options.

Revenues

Factoring in all revenues at the school, per-pupil funding is over $11,000/ADA at RDP. Revenues are higher in 2015-16 due to one-time funding increases for Common Core and Teacher Effectiveness. State revenue streams provide the largest source of funding, constituting close to 90% of charter school

funding in California. All revenues are monitored throughout the year as the funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2015-16	2016-17	2017-18	2018-19	2019-20
Summary of Revenue Programs *(Thousands)*					
State Revenues	$5,151	$5,528	$5,582	$5,916	$5,916
Federal Revenues	$596	$590	$614	$629	$643
Other Local Revenues	$49	$49	$49	$49	$52
Total Revenues	**$5,796**	**$6,167**	**$6,245**	**$6,593**	**$6,611**
% of State Revenues	*88.9%*	*89.6%*	*89.4%*	*89.7%*	*89.5%*
Revenues per ADA	*11,891*	*11,390*	*11,656*	*11,690*	*11,722*

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

	2015-16	2016-17	2017-18	2018-19	2019-20
State Revenues *(Thousands)*					
LCFF - State Aide	$3,131	$3,624	$3,673	$3,902	$3,902
In Lieu of Property Tax	$84	$96	$98	$104	$104
Prop 30 EPA	$755	$874	$886	$941	$941
Mandate Block Grant	$7	$7	$8	$8	$8
California Lottery	$88	$98	$97	$102	$102
State Lunch Reimbursements	$32	$36	$36	$38	$38
After School Education and Safety Program	$113	$113	$113	$113	$113
SB740 Facilities Subsidy	$366	$406	$402	$423	$423
State One-time Funding	$288	-	-	-	-
SPED State Revenue	$288	$273	$271	$285	$285
Total State Revenue	**$5,151**	**$5,528**	**$5,582**	**$5,916**	**$5,916**

Principal Apportionment

The LCFF FCMAT calculator is used to determine the LCFF projections for each year of the pro-forma. Per the California Department of Finance (DOF) guidance, the 2015-16 LCFF estimate assumes a 53% gap closure in 2015-16, and 36%, 35%, and 20% for each year thereafter. For conservatism, no COLA increases are assumed in 2016-17 and beyond. Projecting more conservative revenue assumptions prepares the schools financial situation for any potential economic downturn in the future.

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 does not have an unduplicated percentage of above 55%. Therefore, RDP does not qualify for concentration grant funding.

Based on historical disbursements, these projections assume only 2% of the principal apportionment to be disbursed through property taxes, and 19% 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% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $14/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. Eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to $750 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.

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 pupil 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. In 2015-16, the state provided a couple of one-time funding opportunities to all CA schools. The first was $530 per Prior Year ADA for common core. The second was an Educator Effectiveness grant funded at $1,466 per certified FTE based on the 2014-15 year.

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 $505/ADA. In addition to state special education funding, the revenue projection for RDP also assumes $120/ADA of federal special education funding. Federal funding is based off of previous year's ADA.

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Federal Revenues *(Thousands)*					
National School Lunch Program	$318	$333	$329	$347	$347
Title I	$197	$172	$191	$189	$199
Title II	$3	$4	$4	$4	$4
Title III	$20	$23	$26	$25	$27
IDEA	$59	$58	$65	$64	$68
Total Federal Revenue	**$596**	**$590**	**$614**	**$629**	**$643**

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/guardian income levels. RDP provides universal breakfast to all its students. For this budget, we assume that 70%, of our students will be eligible to receive federal funding reimbursements per meal per day for lunch meals. For operational purposes, we project that 70% 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 $400 per identified pupil. Title II funding is used to improve the quality of teaching and principal leadership. These projections assume $3,800/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 $95 per ELL ADA.

Expenditures

The projected expenditures through 2019-2020 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2015-16	2016-17	2017-18	2018-19	2019-20
Summary of Projected Expenses *(Thousands)*					
Certificated Salaries	$1,449	$1,482	$1,497	$1,639	$1,656
Classified Salaries	$667	$689	$702	$674	$687
Employee Benefits	$552	$578	$612	$675	$711
Total Compensation	**$2,667**	**$2,750**	**$2,811**	**$2,989**	**$3,054**
Books & Supplies	$255	$273	$268	$281	$277
Food Service	$341	$380	$376	$395	$398
Other Operating Expenses	$1,215	$1,315	$1,316	$1,375	$1,387
Professional Services	$1,272	$1,317	$1,331	$1,399	$1,408
Interest & Capital Outlay	$21	$25	$26	$28	$28
Total Non-Comp	**$3,104**	**$3,310**	**$3,317**	**$3,479**	**$3,498**
Total Expenses	**$5,772**	**$6,059**	**$6,128**	**$6,467**	**$6,552**

Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain relatively constant at just under half 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 35:1, while maintaining an actual classroom ratio of certificated teachers to students at approximately 29:1.

As explained in Section IV.H of Element A, Rocketship's unique rotational model and approach to instruction, which includes students spending a portion of their day in the Learning Lab, allows for students to receive instruction in core academic subjects at student/teacher ratios of about 29:1. Using our Kindergarten class, we can explain how those ratios are achieved. Table A of the Financial Narrative (Appendix BO-1) shows we will enroll 120 Kindergarten students in 2016-17. At any given time throughout the day, 30 of those students will be in the Learning Lab receiving additional practice in Math and Literacy at their current level of instruction through online learning, active reading, tutoring, and enrichment. Appendix BO-1, Table G, shows that we will hire three certificated Kindergarten teachers in 2016-17. The remaining 90 students will be split between those three teachers, receiving instruction in core academic subjects. This results in a classroom student/teacher ratio of 30:1.

In order to further understand the instructional and student: teacher ratios in the classroom (and overall), it is helpful to better understand the bell schedule and overall enrollment at RDP. Initially, one may assume that with 120 students in a grade level (Appendix BO-1, Table A) and three credentialed teachers (Appendix BO-1, Table I) that the ratio is 40:1 or more during instructional time; however, that

is incorrect. To understand the correct ratio of instruction, it is helpful to further focus on this one specific grade level.

As described above, in Kindergarten in 2016-17, RDP plans to enroll 120 students. This grade level will then be divided into four homerooms or cohorts of students (120/4=30). These cohorts of students will then rotate to their separate classes and remain with the same homeroom of 30 students throughout the entire day. The first cohort of students will begin their day in their humanities class with their homeroom and are provided instruction at a 30:1 ratio with a credentialed teacher. This cohort of Rocketeers spends approximately 170 minutes in this classroom every day. At the same time, the second cohort of Rocketeers is also receiving instruction from a second credentialed teacher in a separate humanities classroom, again at a 30:1 ratio, and similar to the first cohort of students, they will spend 170 minutes in this classroom. The third cohort of students is in the Math/Science class with the third credentialed teacher (Appendix BO-1, Table G) within this grade level, again at a 30:1 ratio. This cohort of students will spend 85 minutes in this class. The final cohort of students are in the Learning Lab at a 30:1 ratio as well with an Individualized Learning Specialist, a highly qualified tutor, that guides this class through online learning, tutoring, active reading.

After 85 minutes, the third and fourth cohort of kindergarten students will then switch classroom spaces (third homeroom of students goes to the Learning Lab with the ILS and fourth homeroom of students goes to Math/Science). Again, they will remain in their same homerooms and maintain the ratio of 30:1. This completes the first half of the school day for these students.

After completing these classes and 170 minutes of instruction, the entire grade level will then rotate. After this total of 170 minutes across the grade level, the first and second cohorts will then remain in their homerooms, but each will move to either Math/Science and the other cohort will go to Learning Lab for their separate 85 minute blocks. The third and fourth homeroom classes will at that same time then rotate to their humanities classes and spend 170 minutes in these spaces with the same credentialed teachers that instructed the first and second homerooms of students at the beginning of the day.

It is through this 'rotational model' that RDP will be able to ensure that student: teacher ratios remain at a level of 30:1 throughout the school day as well as ensuring that students, teachers, and families are able to build deep relationships and learning communities by remaining with the same homeroom of students throughout the day and year.

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 22:1. 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

	2015-16	2016-17	2017-18	2018-19	2019-20
Instructional Staff Ratio					
Total Enrollment	513	576	570	600	600
Teachers	17	15	15	17	17
Tutors	4	5	5	4	4
Special Education Teachers	3	3	3	3	3
Para-Professionals	3	3	3	3	3
Total Instructional Staff	**27**	**26**	**26**	**27**	**27**
Student : Instructional Staff Ratio	*19*	*22*	*22*	*22*	*22*

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 based on comparable special education populations found in neighboring Rocketship schools, at approximately 8 percent.

The staffing tables associated with our financial projections are shown below:

Table G: Staffing Model

	2015-16	2016-17	2017-18	2018-19	2019-20
Staffing Model					
Instructional Staff					
Teachers					
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	2.0	2.0	3.0	3.0
5th Grade	2.0	1.0	1.0	2.0	2.0
Special Education Specialists	3.0	3.0	3.0	3.0	3.0
Total Teachers	**20.0**	**18.0**	**18.0**	**20.0**	**20.0**
Tutors/Para-Professionals					
Kindergarten	1.0	1.0	1.0	1.0	1.0
1st Grade	-	1.0	1.0	1.0	1.0
2nd Grade	1.0	1.0	1.0	1.0	1.0
3rd Grade	1.0	1.0	1.0	1.0	1.0
4th Grade	1.0	-	-	-	-
5th Grade	-	1.0	1.0	-	-
Para-Professional	3.0	3.0	3.0	3.0	3.0
Total Tutors/Para-Professionals	**7.0**	**8.0**	**8.0**	**7.0**	**7.0**
Total Instructional Staff	**27.0**	**26.0**	**26.0**	**27.0**	**27.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	2.0	2.0	2.0	2.0	2.0
Total School Leaders	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
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)	2.0	2.0	2.0	2.0	2.0
Total Other Non-Instructional Staff	**7.0**	**7.0**	**7.0**	**7.0**	**7.0**
Total Non-Instructional Staff	**10.0**	**10.0**	**10.0**	**10.0**	**10.0**
Total Staffing	**37.0**	**36.0**	**36.0**	**37.0**	**37.0**

The average salary & wage structure for key staff positions are listed in Table H. The budget assumes a 6% increase for teacher salary structure and 3% for all other positions in 2016-17. A one percent increase is assumed for the remaining two years.

Table H: Average Budgeted Salary by Position

	2015-16	2016-17	2017-18	2018-19	2019-20
Average Budgeted Salary/Wage by Position					
Instructional Positions					
Teachers (incl. Special Ed Teachers)	$58,750	$62,275	$62,898	$63,527	$64,162
Tutors/Para-Professionals	$17.70	$18.23	$18.41	$18.60	$18.78
Non-Instructional Positions					
Principal	$117,000	$120,510	$121,715	$122,932	$124,162
Assistant Principal	$84,500	$87,035	$87,905	$88,784	$89,672
Business Operations Manager	$75,000	$77,250	$78,023	$78,803	$79,591
Office Manager	$56,000	$57,680	$58,257	$58,839	$59,428
Enrichment Coordinators	17.70	18.23	18.41	18.60	18.78
Support Staff	13.00	13.39	13.52	13.66	13.80

Table I: Employee Benefits

	2015-16	2016-17	2017-18	2018-19	2019-20
Employee Benefits *(Thousands)*					
Medical / Dental / Vision	$241	$235	$235	$242	$243
Medicare & Social Security	$72	$74	$75	$75	$77
STRS Retirement	$155	$186	$216	$267	$300
Other Retirement (403b)	$13	$14	$14	$13	$14
Workers Comp	$31	$31	$32	$34	$34
Unemployment	$11	$11	$11	$12	$12
PTO Payout	$29	$26	$28	$32	$32
Total Benefits	**$552**	**$578**	**$612**	**$675**	**$711**

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 employee who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to increase to 16.28% in 2018-19. 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

	2015-16	2016-17	2017-18	2018-19	2019-20
Books & Supplies *(Thousands)*					
Curriculum	$92	$85	$85	$88	$88
Instructional Supplies	$33	$34	$33	$35	$35
Non-Instructional Supplies	$66	$76	$76	$76	$76
Software Programs (Admin & Assessments)	$16	$27	$27	$29	$29
Student Computer Equipment	$22	$27	$22	$26	$24
Other Non-Cap. Equipment & Furniture	$26	$23	$23	$27	$25
Total Books & Supplies	**$255**	**$273**	**$268**	**$281**	**$277**
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Food Service *(Thousands)*					
Student Food Services	$341	$380	$376	$395	$398
Total Food Service	**$341**	**$380**	**$376**	**$395**	**$398**

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 $40,000 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 2.5:1 student to Chromebook ratio, with a 33% breakage rate.

Table K: Other Discretionary Expenses

	2015-16	2016-17	2017-18	2018-19	2019-20
Other Operating Expenses *(Thousands)*					
Travel & Conferences	$12	$9	$9	$9	$9
Dues & Memberships	$8	$8	$8	$8	$8
Communications	$25	$28	$28	$29	$29
Insurance	$13	$13	$13	$13	$14
Utilities	$68	$69	$70	$70	$71
Copier Leases	$65	$66	$67	$67	$68
Facility Maintenance & Repairs	$45	$46	$46	$47	$47
Facility Lease Expense	$978	$1,077	$1,075	$1,131	$1,141
Total Other Operating Expenses	**$1,215**	**$1,315**	**$1,316**	**$1,375**	**$1,387**

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

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 $1M. SB740 is a restricted revenue source and only used to cover RDP's lease expense. As shown in Table L this revenue stream relieves close to 40% of this cost for the school.

Table L: SB740 Impact

	2015-16	2016-17	2017-18	2018-19	2019-20
SB740 Impact *(Thousands)*					
SB740 Revenue	$366	$406	$402	$423	$423
Lease Expense	$978	$1,077	$1,075	$1,131	$1,141
SB740 Relief	*37%*	*38%*	*37%*	*37%*	*37%*
Actual Lease Burden to School	*$613*	*$670*	*$673*	*$708*	*$718*

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.

Table M: Professional Services

	2015-16	2016-17	2017-18	2018-19	2019-20
Professional Services *(Thousands)*					
Professional Development	$49	$62	$62	$65	$65
SPED Consultants	$73	$46	$48	$60	$62
Other Consultants	$35	$4	$4	$4	$4
IT Support	$27	$30	$30	$30	$30
Custodial Services	$49	$58	$58	$58	$58
Health & Testing	$6	$6	$6	$6	$6
After School Program	$150	$150	$150	$150	$150
Substitutes	$47	$44	$44	$46	$46
Field Trips	$25	$33	$33	$33	$39
Other Services	$24	$29	$29	$29	$29
Authorizer Oversight	$40	$46	$47	$49	$49
SPED Admin Fee	$14	$13	$13	$14	$14
Central Office Allocation Fee	$733	$796	$808	$855	$857
Total Professional Services	**$1,272**	**$1,317**	**$1,331**	**$1,399**	**$1,408**

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 all service provider costs. This includes psychological, speech language and occupational therapy services to RDP's students with IEPS. These costs are based on historical experience at RDP.

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. Projections estimate substitutes will be needed for 60% of paid time off. Estimates are based off of 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

Schools are budgeted $5500/grade for field trips; these costs have been projected based on historical experience at RDP.

Other Services

The budget line item for "Other Services" includes the following external expenses: audit fees, security services, relocation costs, parent and staff appreciation.

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 charged a 4 percent fee of special education revenue.

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 and student/parent engagement and provides more efficient and effective centralized 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 schools are charged 15% revenue which is transferred to the central office (Note some reimbursed revenues are not included, i.e. Lunch revenues).

Other Outgo and Transfers

RDP received a low-interest rate working capital loan of $250,000 from the California Department of Education Charter School Revolving Loan fund in its first year of operation. RDP will make its final repayment in January 2016.

The first few months of each year have lower cash balances as a result of the timing of receipts and disbursements. School expenses are slightly front-loaded due to the new curriculum, supplies and equipment purchased at the beginning of the school year. However, only 19% of state aid is received within the first quarter and many other revenues streams are received later in the year. This mismatch

in receipts and disbursements can create cash shortages in the beginning months of the school year. While RDP has made significant strides in moving towards a healthy financial position, it won't be for another few years before there are adequate cash reserves to cover these cash fluctuations.

Moving into 2015-16, RDP deferred approximately $250K of central office allocation fee from 2014-15 into this year. Despite these deferrals RDP experienced cash shortages between August and November. During these months Rocketship Education floated these cash shortages. These shortages not projected in the second half of the school year. While RDP is projected to end the 2015-16 year with a positive gain in net assets, projections assume a similar deferral of central office allocation fee into the 2016-17 school year. In 2015-16, cash balances through November reflect actuals.

To avoid these monthly cash shortages in the remaining years, RDP will defer some of their central office allocation fee to Rocketship Education during these months, and receive an inter-company loan from Rocketship Education to cover the balance of the shortage. Projections show RDP receiving inter-company loans of approximately $250K in 2016-17, and $400K for the remaining years. Both the deferred central office allocation payments and inter-company loans will be repaid by the end of each fiscal year. In addition, the deferred central office allocation fee from 2015-16 will be repaid by the end of 2016-17. Starting in 2016-17 ending cash balances will reflect no deferred central office allocation fee or outstanding loans.

Ending Fund Balance

RDP will begin to accumulate cash reserves in the 2016-17 school year, and targeted to reach about 5% of cash reserves by the end of 2019-20. 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 & Reserve Balance

	2015-16	2016-17	2017-18	2018-19	2019-20
Statement of Activities *(Thousands)*					
Revenues					
State Revenue	$5,151	$5,528	$5,582	$5,916	$5,916
Federal Revenue	$596	$590	$614	$629	$643
Other Local Revenue	$49	$49	$49	$49	$52
Total Revenues	**$5,796**	**$6,167**	**$6,245**	**$6,593**	**$6,611**
Expenses					
Certificated Salaries	$1,449	$1,482	$1,497	$1,639	$1,656
Classified Salaries	$667	$689	$702	$674	$687
Employee Benefits	$552	$578	$612	$675	$711
Books & Supplies	$255	$273	$268	$281	$277
Food Service	$341	$380	$376	$395	$398
Other Operating Expenses	$1,215	$1,315	$1,316	$1,375	$1,387
Professional Services	$1,272	$1,317	$1,331	$1,399	$1,408
Interest & Capital Outlay	$21	$25	$26	$28	$28
Total Expenses	**$5,772**	**$6,059**	**$6,128**	**$6,467**	**$6,552**
Increase/Decrease of Net Assets	**$24**	**$107**	**$117**	**$126**	**$59**
Beginning Balance	$348	$23	$72	$217	$362
Ending Balance	$23	$72	$217	$362	$293
Reserve Balance (% of Expenditures)	**0.4%**	**1.2%**	**3.5%**	**5.6%**	**4.5%**

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.

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). In most cases this takes place on or before the 15th of each month from August through July. 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.

California Lottery

State Lottery payments, paid according to the prior year's ADA, are projected to be disbursed in January (25%), March (25%) and August (50%).

Title Funding

Title payments are projected to be paid in September (25%), December (25%), and March (50%).

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.

Loan Proceeds and Repayment of Debt Principal

As mentioned above RDP does not assume any new debt obligations during this time period.

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.

Cash Flow Summary

Rocketship Mosaic — Summary Cash Flow Projections

2015-16	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**347,934**	**36,448**	**(171,844)**	**(208,967)**	**(247,734)**	**(272,071)**	**11,306**	**530,149**	**356,644**	**610,052**	**756,536**	**654,289**
Total Receipts	211,962	210,826	448,932	434,955	370,825	774,415	998,728	343,060	722,878	615,954	367,222	314,230
Total Disbursements	(957,291)	(507,412)	(548,558)	(514,196)	(469,470)	(480,621)	(469,470)	(516,565)	(469,470)	(469,470)	(469,470)	(452,268)
Other Financing Sources/Uses	433,843	88,293	62,503	40,474	74,308	(10,417)	(10,415)	-	-	-	-	(493,027)
Change in Cash	(311,486)	(208,293)	(37,123)	(38,767)	(24,337)	283,377	518,843	(173,505)	253,408	146,484	(102,247)	(631,065)
Ending Cash Balance	**36,448**	**(171,844)**	**(208,967)**	**(247,734)**	**(272,071)**	**11,306**	**530,149**	**356,644**	**610,052**	**756,536**	**654,289**	**23,224**

2016-17	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**23,224**	**255,065**	**7,922**	**253,890**	**147,308**	**45,336**	**277,522**	**395,914**	**286,767**	**519,957**	**497,423**	**489,796**
Operating Receipts	525,709	208,655	693,452	396,590	401,200	735,358	621,565	394,024	736,363	480,638	495,544	650,103
Operating Disbursements	(543,868)	(522,108)	(513,795)	(503,172)	(503,172)	(503,172)	(503,172)	(503,172)	(503,172)	(503,172)	(503,172)	(436,966)
Other Financing Sources/Uses	250,000	66,310	66,310	-	-	-	-	-	-	-	-	(630,684)
Change in Cash	231,841	(247,143)	245,968	(106,582)	(101,972)	232,186	118,393	(109,147)	233,191	(22,534)	(7,627)	(417,546)
Ending Cash Balance	**255,065**	**7,922**	**253,890**	**147,308**	**45,336**	**277,522**	**395,914**	**286,767**	**519,957**	**497,423**	**489,796**	**72,250**

2017-18	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**72,250**	**238,762**	**24,983**	**272,891**	**164,434**	**61,591**	**300,334**	**414,597**	**303,690**	**548,579**	**530,770**	**520,326**
Operating Receipts	258,729	246,161	767,136	400,342	405,957	747,541	623,063	397,893	753,688	490,990	498,355	656,890
Operating Disbursements	(542,217)	(527,232)	(519,228)	(508,799)	(508,799)	(508,799)	(508,799)	(508,799)	(508,799)	(508,799)	(508,799)	(442,600)
Other Financing Sources/Uses	450,000	67,293	-	-	-	-	-	-	-	-	-	(517,293)
Change in Cash	166,512	(213,778)	247,908	(108,457)	(102,843)	238,742	114,263	(110,907)	244,888	(17,809)	(10,444)	(303,002)
Ending Cash Balance	**238,762**	**24,983**	**272,891**	**164,434**	**61,591**	**300,334**	**414,597**	**303,690**	**548,579**	**530,770**	**520,326**	**217,323**

2018-19	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**$217,323**	**$368,447**	**$70,038**	**$325,199**	**$212,271**	**$105,424**	**$353,535**	**$475,729**	**$360,902**	**$615,872**	**$593,466**	**$584,389**
Operating Receipts	$270,940	$257,848	$803,059	$424,032	$430,113	$785,072	$659,154	$422,133	$791,931	$514,554	$527,883	$694,984
Operating Disbursements	($569,817)	($556,256)	($547,898)	($536,961)	($536,961)	($536,961)	($536,961)	($536,961)	($536,961)	($536,961)	($536,961)	($467,521)
Other Financing Sources/Uses	450,000	-	-	-	-	-	-	-	-	-	-	(450,000)
Change in Cash	151,123	(298,409)	255,161	(112,928)	(106,847)	248,112	122,194	(114,827)	254,971	(22,406)	(9,077)	(222,537)
Ending Cash Balance	**368,447**	**70,038**	**325,199**	**212,271**	**105,424**	**353,535**	**475,729**	**360,902**	**615,872**	**593,466**	**584,389**	**361,852**

2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**$217,323**	**$359,668**	**$54,839**	**$306,061**	**$186,197**	**$72,833**	**$316,825**	**$432,083**	**$310,319**	**$563,987**	**$538,028**	**$522,015**
Operating Receipts	$270,940	$257,848	$806,164	$424,322	$430,823	$788,178	$659,444	$422,423	$797,853	$518,228	$528,173	$695,273
Operating Disbursements	($578,596)	($562,677)	($554,942)	($544,186)	($544,186)	($544,186)	($544,186)	($544,186)	($544,186)	($544,186)	($544,186)	($474,291)
Other Financing Sources/Uses	450,000	-	-	-	-	-	-	-	-	-	-	(450,000)
Change in Cash	142,345	(304,829)	251,222	(119,865)	(113,363)	243,992	115,258	(121,763)	253,667	(25,958)	(16,013)	(229,018)
Ending Cash Balance	**359,668**	**54,839**	**306,061**	**186,197**	**72,833**	**316,825**	**432,083**	**310,319**	**563,987**	**538,028**	**522,015**	**292,997**

2015 – 2016 Cash Flow

Rocketship Mosaic Renewal — 2015-16 Cash Flow Worksheet													
	Jul 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Total 2015-16
Beginning Cash Balance	**347,934**	**36,448**	**(171,844)**	**(208,967)**	**(247,734)**	**(272,071)**	**11,306**	**530,149**	**356,644**	**610,052**	**756,536**	**654,289**	
REVENUES													
Federal Revenues													
National School Lunch Program	-	-	-	19,601	33,154	33,154	33,154	33,154	33,154	33,154	33,154	33,154	284,832
Title I	-	-	-	53,615	-	47,729	-	-	95,459	-	-	-	196,803
Title II	-	-	713	-	-	713	-	-	1,425	-	-	-	2,850
Title III	-	-	4,924	-	-	4,924	-	-	9,848	-	-	-	19,696
IDEA Revenues	-	-	-	-	-	-	-	-	-	58,554	-	-	58,554
Total Federal Revenues	**-**	**-**	**5,637**	**73,216**	**33,154**	**86,520**	**33,154**	**33,154**	**139,886**	**91,708**	**33,154**	**33,154**	**562,735**
State Revenues													
LCFF - State Aide	163,291	152,846	283,479	283,479	293,924	293,924	293,924	273,240	273,240	273,240	273,240	-	2,857,825
In-Lieu of Property Taxes	-	-	-	-	7,527	7,527	7,527	7,527	7,527	7,527	7,527	7,527	60,218
Prop30 EPA	-	-	156,763	-	-	156,763	-	-	220,939	-	-	220,939	755,404
Mandate Block Grant	-	-	-	-	6,831	-	-	-	-	-	-	-	6,831
Lottery	-	-	-	-	-	-	26,195	-	22,054	26,195	-	-	74,444
State Lunch Reimbursements	-	2,075	-	1,772	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	31,604
After School Education & Safety Program	-	-	-	-	-	73,125	-	-	-	28,125	-	-	101,250
SB740 Facilities	-	-	-	-	-	-	217,086	-	-	108,543	-	-	325,629
State One-time Funding	-	-	-	-	-	127,167	103,445	-	5,931	51,724	-	-	288,267
State SPED	12,223	23,160	-	20,844	24,905	24,905	24,905	24,656	48,818	24,409	48,818	10,626	288,267
Total State Revenues	**175,514**	**178,081**	**440,242**	**306,095**	**336,657**	**686,880**	**676,552**	**308,892**	**581,978**	**523,232**	**333,054**	**242,562**	**4,789,739**
Other Local Revenues													
Local Food & Uniform Sales	-	-	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	10,143
Philanthropy	-	-	-	-	-	-	-	-	-	-	-	37,500	37,500
Total Local Revenues	**-**	**-**	**1,014**	**1,014**	**1,014**	**1,014**	**1,014**	**1,014**	**1,014**	**1,014**	**1,014**	**38,514**	**47,643**
PY Receivables	36,448	32,745	2,039	54,629	-	-	288,008	-	-	-	-	-	413,869
TOTAL RECEIPTS	**211,962**	**210,826**	**448,932**	**434,955**	**370,825**	**774,415**	**998,728**	**343,060**	**722,878**	**615,954**	**367,222**	**314,230**	**5,813,986**
EXPENSES													
Certificated Salaries	115,892	147,740	131,526	131,652	115,235	115,235	115,235	115,235	115,235	115,235	115,235	115,235	1,448,686
Classified Salaries	18,046	56,559	86,896	75,543	53,752	53,752	53,752	53,752	53,752	53,752	53,752	53,752	667,063
Employee Benefits	33,285	43,566	56,625	40,405	47,221	47,221	47,221	47,221	47,221	47,221	47,221	47,221	551,652
Books & Supplies	98,979	17,511	3,977	25,124	12,179	12,179	12,179	12,179	12,179	12,179	12,179	12,179	243,019
Food Service	-	27,187	42,871	30,265	30,075	30,075	30,075	30,075	30,075	30,075	30,075	30,075	340,923
Other Operating Expenses	85,172	91,334	110,726	103,189	103,092	103,092	103,092	103,092	103,092	103,092	103,092	82,473	1,194,536
Professional Services	89,158	95,609	115,909	108,018	107,917	107,917	107,917	107,917	107,917	107,917	107,917	86,333	1,250,443
Interest	-	28	28	-	-	-	-	-	-	-	-	-	56
PY Payables	516,759	27,878	-	-	-	11,151	-	47,095	-	-	-	25,000	627,882
TOTAL DISBURSEMENTS	**957,291**	**507,412**	**548,558**	**514,196**	**469,470**	**480,621**	**469,470**	**516,565**	**469,470**	**469,470**	**469,470**	**452,268**	**6,324,260**
OTHER FINANCING SOURCES/USES/ACTIVITES													
Total Other Financing/Balance Sheet Activity	433,843	88,293	62,503	40,474	74,308	(10,417)	(10,415)	-	-	-	-	(493,027)	185,563
Cumulative Cash Position	**36,448**	**(171,844)**	**(208,967)**	**(247,734)**	**(272,071)**	**11,306**	**530,149**	**356,644**	**610,052**	**756,536**	**654,289**	**23,224**	

2016-2017 Cash Flow

Rocketship Mosaic Renewal — 2016-17 Cash Flow Worksheet													
	Jul 2016	Aug 2016	Sep 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	Jun 2017	Total 2016-17
Beginning Cash Balance	**23,224**	**255,065**	**7,922**	**253,890**	**147,308**	**45,336**	**277,522**	**395,914**	**286,767**	**519,957**	**497,423**	**489,796**	
REVENUES													
Federal Revenues													
National School Lunch Program	-	-	30,248	30,248	30,248	30,248	30,248	30,248	30,248	30,248	30,248	30,248	302,478
Title I	-	-	42,892	-	-	42,892	-	-	85,783	-	-	-	171,567
Title II	-	-	950	-	-	950	-	-	1,900	-	-	-	3,800
Title III	-	-	5,788	-	-	5,788	-	-	11,576	-	-	-	23,152
IDEA Revenues	-	-	-	-	-	-	-	-	-	58,489	-	-	58,489
Total Federal Revenues	**-**	**-**	**79,877**	**30,248**	**30,248**	**79,877**	**30,248**	**30,248**	**129,507**	**88,736**	**30,248**	**30,248**	**559,485**
State Revenues													
LCFF - State Aide	181,212	181,212	326,182	326,182	326,182	326,182	326,182	326,182	326,182	326,182	326,182	326,182	3,624,244
In-Lieu of Property Taxes	-	-	-	-	8,685	8,685	8,685	8,685	8,685	8,685	8,685	8,685	69,477
Prop30 EPA	-	-	218,579	-	-	218,579	-	-	218,579	-	-	218,579	874,315
Mandate Block Grant	-	-	-	-	7,175	-	-	-	-	-	-	-	7,175
Lottery	-	-	-	-	-	-	24,500	-	24,500	-	-	-	49,000
State Lunch Reimbursements	-	-	3,287	3,287	3,287	3,287	3,287	3,287	3,287	3,287	3,287	3,287	32,870
After School Education & Safety Program	-	-	-	-	-	73,125	-	-	-	28,125	-	-	101,250
SB740 Facilities	-	-	-	-	-	-	203,040	-	-	-	101,520	-	304,560
State One-time Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	13,671	13,671	24,608	24,608	24,608	24,608	24,608	24,608	24,608	24,608	24,608	24,608	273,427
Total State Revenues	**194,884**	**194,884**	**572,656**	**354,077**	**369,938**	**654,466**	**590,302**	**362,762**	**605,841**	**390,887**	**464,282**	**581,341**	**5,336,319**
Other Local Revenues													
Local Food & Uniform Sales	-	-	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015	10,146
Philanthropy	-	-	-	-	-	-	-	-	-	-	-	37,500	37,500
Total Local Revenues	**-**	**-**	**1,015**	**1,015**	**1,015**	**1,015**	**1,015**	**1,015**	**1,015**	**1,015**	**1,015**	**38,515**	**47,646**
PY Receivables	330,826	13,771	39,904	11,250	-	-	-	-	-	-	-	-	395,751
TOTAL RECEIPTS	**525,709**	**208,655**	**693,452**	**396,590**	**401,200**	**735,358**	**621,565**	**394,024**	**736,363**	**480,638**	**495,544**	**650,103**	**6,339,201**
EXPENSES													
Certificated Salaries	123,540	123,540	123,540	123,540	123,540	123,540	123,540	123,540	123,540	123,540	123,540	123,540	1,482,480
Classified Salaries	57,438	57,438	57,438	57,438	57,438	57,438	57,438	57,438	57,438	57,438	57,438	57,438	689,253
Employee Benefits	48,169	48,169	48,169	48,169	48,169	48,169	48,169	48,169	48,169	48,169	48,169	48,169	578,026
Books & Supplies	40,973	54,631	27,315	16,693	16,693	16,693	16,693	16,693	16,693	16,693	16,693	13,354	269,815
Food Service	-	19,002	38,004	38,004	38,004	38,004	38,004	38,004	38,004	38,004	38,004	19,002	380,044
Other Operating Expenses	109,618	109,618	109,618	109,618	109,618	109,618	109,618	109,618	109,618	109,618	109,618	87,694	1,293,489
Professional Services	109,711	109,711	109,711	109,711	109,711	109,711	109,711	109,711	109,711	109,711	109,711	87,768	1,294,585
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	54,420	-	-	-	-	-	-	-	-	-	-	-	54,420
TOTAL DISBURSEMENTS	**543,868**	**522,108**	**513,795**	**503,172**	**503,172**	**503,172**	**503,172**	**503,172**	**503,172**	**503,172**	**503,172**	**436,966**	**6,042,112**
OTHER FINANCING SOURCES/USES/ACTIVITES													
Total Other Financing/Balance Sheet Activity	250,000	66,310	66,310	-	-	-	-	-	-	-	-	(630,684)	(248,063)
Cumulative Cash Position	**255,065**	**7,922**	**253,890**	**147,308**	**45,336**	**277,522**	**395,914**	**286,767**	**519,957**	**497,423**	**489,796**	**72,250**	

2017-2018 Cash Flow

Rocketship Mosaic Renewal — 2017-18 Cash Flow Worksheet													
	Jul 2017	Aug 2017	Sep 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018	Jun 2018	Total 2017-18
Beginning Cash Balance	**72,250**	**238,762**	**24,983**	**272,891**	**164,434**	**61,591**	**300,334**	**414,597**	**303,690**	**548,579**	**530,770**	**520,326**	
REVENUES													
Federal Revenues													
National School Lunch Program	-	-	29,933	29,933	29,933	29,933	29,933	29,933	29,933	29,933	29,933	29,933	299,327
Title I	-	-	47,647	-	-	47,647	-	-	95,293	-	-	-	190,587
Title II	-	-	950	-	-	950	-	-	1,900	-	-	-	3,800
Title III	-	-	6,430	-	-	6,430	-	-	12,859	-	-	-	25,718
IDEA Revenues	-	-	-	-	-	-	-	-	-	64,973	-	-	64,973
Total Federal Revenues	**-**	**-**	**84,959**	**29,933**	**29,933**	**84,959**	**29,933**	**29,933**	**139,985**	**94,906**	**29,933**	**29,933**	**584,405**
State Revenues													
LCFF - State Aide	183,632	183,632	330,538	330,538	330,538	330,538	330,538	330,538	330,538	330,538	330,538	330,538	3,672,640
In-Lieu of Property Taxes	-	-	-	-	8,801	8,801	8,801	8,801	8,801	8,801	8,801	8,801	70,405
Prop30 EPA	-	-	221,497	-	-	221,497	-	-	221,497	-	-	221,497	885,990
Mandate Block Grant	-	-	-	-	8,064	-	-	-	-	-	-	-	8,064
Lottery	-	-	-	-	-	-	24,245	-	24,245	-	-	-	48,490
State Lunch Reimbursements	-	-	3,253	3,253	3,253	3,253	3,253	3,253	3,253	3,253	3,253	3,253	32,528
After School Education & Safety Program	-	-	-	-	-	73,125	-	-	-	28,125	-	-	101,250
SB740 Facilities	-	-	-	-	-	-	200,925	-	-	-	100,463	-	301,388
State One-time Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	13,529	13,529	24,352	24,352	24,352	24,352	24,352	24,352	24,352	24,352	24,352	24,352	270,579
Total State Revenues	**197,161**	**197,161**	**579,640**	**358,142**	**375,007**	**661,566**	**592,113**	**366,943**	**612,685**	**395,068**	**467,406**	**588,441**	**5,391,333**
Other Local Revenues													
Local Food & Uniform Sales	-	-	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	10,168
Philanthropy	-	-	-	-	-	-	-	-	-	-	-	37,500	37,500
Total Local Revenues	**-**	**-**	**1,017**	**1,017**	**1,017**	**1,017**	**1,017**	**1,017**	**1,017**	**1,017**	**1,017**	**38,517**	**47,668**
PY Receivables	61,568	49,000	101,520	11,250	-	-	-	-	-	-	-	-	223,339
TOTAL RECEIPTS	**258,729**	**246,161**	**767,136**	**400,342**	**405,957**	**747,541**	**623,063**	**397,893**	**753,688**	**490,990**	**498,355**	**656,890**	**6,246,745**
EXPENSES													
Certificated Salaries	124,775	124,775	124,775	124,775	124,775	124,775	124,775	124,775	124,775	124,775	124,775	124,775	1,497,305
Classified Salaries	58,467	58,467	58,467	58,467	58,467	58,467	58,467	58,467	58,467	58,467	58,467	58,467	701,604
Employee Benefits	50,993	50,993	50,993	50,993	50,993	50,993	50,993	50,993	50,993	50,993	50,993	50,993	611,913
Books & Supplies	40,224	53,632	26,816	16,387	16,387	16,387	16,387	16,387	16,387	16,387	16,387	13,110	264,881
Food Service	-	18,811	37,623	37,623	37,623	37,623	37,623	37,623	37,623	37,623	37,623	18,811	376,226
Other Operating Expenses	109,638	109,638	109,638	109,638	109,638	109,638	109,638	109,638	109,638	109,638	109,638	87,711	1,293,732
Professional Services	110,916	110,916	110,916	110,916	110,916	110,916	110,916	110,916	110,916	110,916	110,916	88,733	1,308,806
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	47,204	-	-	-	-	-	-	-	-	-	-	-	47,204
TOTAL DISBURSEMENTS	**542,217**	**527,232**	**519,228**	**508,799**	**508,799**	**508,799**	**508,799**	**508,799**	**508,799**	**508,799**	**508,799**	**442,600**	**6,101,671**
OTHER FINANCING SOURCES/USES/ACTIVITES													
Total Other Financing/Balance Sheet Activity	450,000	67,293	-	-	-	-	-	-	-	-	-	(517,293)	-
Cumulative Cash Position	**238,762**	**24,983**	**272,891**	**164,434**	**61,591**	**300,334**	**414,597**	**303,690**	**548,579**	**530,770**	**520,326**	**217,323**	

2018-2019 Cash Flow

Rocketship Mosaic Renewal — 2018-19 Cash Flow Worksheet													
	Jul 2018	Aug 2018	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	Jun 2019	Total 2018-19
Beginning Cash Balance	**217,323**	**368,447**	**70,038**	**325,199**	**212,271**	**105,424**	**353,535**	**475,729**	**360,902**	**615,872**	**593,466**	**584,389**	
REVENUES													
Federal Revenues													
National School Lunch Program	-	-	31,508	31,508	31,508	31,508	31,508	31,508	31,508	31,508	31,508	31,508	315,081
Title I	-	-	47,150	-	-	47,150	-	-	94,301	-	-	-	188,602
Title II	-	-	950	-	-	950	-	-	1,900	-	-	-	3,800
Title III	-	-	6,363	-	-	6,363	-	-	12,725	-	-	-	25,451
IDEA Revenues	-	-	-	-	-	-	-	-	-	64,296	-	-	64,296
Total Federal Revenues	**-**	**-**	**85,971**	**31,508**	**31,508**	**85,971**	**31,508**	**31,508**	**140,434**	**95,804**	**31,508**	**31,508**	**597,229**
State Revenues													
LCFF - State Aide	195,117	195,117	351,211	351,211	351,211	351,211	351,211	351,211	351,211	351,211	351,211	351,211	3,902,342
In-Lieu of Property Taxes	-	-	-	-	9,351	9,351	9,351	9,351	9,351	9,351	9,351	9,351	74,808
Prop30 EPA	-	-	235,351	-	-	235,351	-	-	235,351	-	-	235,351	941,403
Mandate Block Grant	-	-	-	-	7,980	-	-	-	-	-	-	-	7,980
Lottery	-	-	-	-	-	-	25,521	-	25,521	-	-	-	51,042
State Lunch Reimbursements	-	-	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	34,240
After School Education & Safety Program	-	-	-	-	-	73,125	-	-	-	28,125	-	-	101,250
SB740 Facilities	-	-	-	-	-	-	211,500	-	-	-	105,750	-	317,250
State One-time Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	14,241	14,241	25,634	25,634	25,634	25,634	25,634	25,634	25,634	25,634	25,634	25,634	284,820
Total State Revenues	**209,358**	**209,358**	**615,619**	**380,269**	**397,600**	**698,095**	**626,641**	**389,620**	**650,491**	**417,745**	**495,370**	**624,970**	**5,715,135**
Other Local Revenues													
Local Food & Uniform Sales	-	-	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	10,058
Philanthropy	-	-	-	-	-	-	-	-	-	-	-	37,500	37,500
Total Local Revenues	**-**	**-**	**1,006**	**1,006**	**1,006**	**1,006**	**1,006**	**1,006**	**1,006**	**1,006**	**1,006**	**38,506**	**47,558**
PY Receivables	61,582	48,490	100,463	11,250	-	-	-	-	-	-	-	-	221,784
TOTAL RECEIPTS	**270,940**	**257,848**	**803,059**	**424,032**	**430,113**	**785,072**	**659,154**	**422,133**	**791,931**	**514,554**	**527,883**	**694,984**	**6,581,706**
EXPENSES													
Certificated Salaries	136,611	136,611	136,611	136,611	136,611	136,611	136,611	136,611	136,611	136,611	136,611	136,611	1,639,331
Classified Salaries	56,205	56,205	56,205	56,205	56,205	56,205	56,205	56,205	56,205	56,205	56,205	56,205	674,460
Employee Benefits	56,246	56,246	56,246	56,246	56,246	56,246	56,246	56,246	56,246	56,246	56,246	56,246	674,947
Books & Supplies	42,187	56,249	28,124	17,187	17,187	17,187	17,187	17,187	17,187	17,187	17,187	13,750	277,806
Food Service	-	19,766	39,532	39,532	39,532	39,532	39,532	39,532	39,532	39,532	39,532	19,766	395,317
Other Operating Expenses	114,617	114,617	114,617	114,617	114,617	114,617	114,617	114,617	114,617	114,617	114,617	91,694	1,352,483
Professional Services	116,563	116,563	116,563	116,563	116,563	116,563	116,563	116,563	116,563	116,563	116,563	93,251	1,375,445
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	47,388	-	-	-	-	-	-	-	-	-	-	-	47,388
TOTAL DISBURSEMENTS	**569,817**	**556,256**	**547,898**	**536,961**	**536,961**	**536,961**	**536,961**	**536,961**	**536,961**	**536,961**	**536,961**	**467,521**	**6,437,178**
OTHER FINANCING SOURCES/USES/ACTIVITES													
Total Other Financing/Balance Sheet Activity	450,000	-	-	-	-	-	-	-	-	-	-	(450,000)	-
Cumulative Cash Position	**368,447**	**70,038**	**325,199**	**212,271**	**105,424**	**353,535**	**475,729**	**360,902**	**615,872**	**593,466**	**584,389**	**361,852**	

2019-2020 Cash Flow

Rocketship Mosaic Renewal — 2019-20 Cash Flow Worksheet													
	Jul 2019	Aug 2019	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Total 2019-20
Beginning Cash Balance	**217,323**	**359,668**	**54,839**	**306,061**	**186,197**	**72,833**	**316,825**	**432,083**	**310,319**	**563,987**	**538,028**	**522,015**	
REVENUES													
Federal Revenues													
National School Lunch Program	-	-	31,508	31,508	31,508	31,508	31,508	31,508	31,508	31,508	31,508	31,508	315,081
Title I	-	-	49,632	-	-	49,632	-	-	99,264	-	-	-	198,528
Title II	-	-	950	-	-	950	-	-	1,900	-	-	-	3,800
Title III	-	-	6,698	-	-	6,698	-	-	13,395	-	-	-	26,790
IDEA Revenues	-	-	-	-	-	-	-	-	-	67,680	-	-	67,680
Total Federal Revenues	**-**	**-**	**88,788**	**31,508**	**31,508**	**88,788**	**31,508**	**31,508**	**146,067**	**99,188**	**31,508**	**31,508**	**611,879**
State Revenues													
LCFF - State Aide	195,117	195,117	351,211	351,211	351,211	351,211	351,211	351,211	351,211	351,211	351,211	351,211	3,902,342
In-Lieu of Property Taxes	-	-	-	-	9,351	9,351	9,351	9,351	9,351	9,351	9,351	9,351	74,808
Prop30 EPA	-	-	235,351	-	-	235,351	-	-	235,351	-	-	235,351	941,403
Mandate Block Grant	-	-	-	-	8,400	-	-	-	-	-	-	-	8,400
Lottery	-	-	-	-	-	-	25,521	-	25,521	-	-	-	51,042
State Lunch Reimbursements	-	-	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	34,240
After School Education & Safety Program	-	-	-	-	-	73,125	-	-	-	28,125	-	-	101,250
SB740 Facilities	-	-	-	-	-	-	211,500	-	-	-	105,750	-	317,250
State One-time Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	14,241	14,241	25,634	25,634	25,634	25,634	25,634	25,634	25,634	25,634	25,634	25,634	284,820
Total State Revenues	**209,358**	**209,358**	**615,619**	**380,269**	**398,020**	**698,095**	**626,641**	**389,620**	**650,491**	**417,745**	**495,370**	**624,970**	**5,715,555**
Other Local Revenues													
Local Food & Uniform Sales	-	-	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	12,950
Philanthropy	-	-	-	-	-	-	-	-	-	-	-	37,500	37,500
Total Local Revenues	**-**	**-**	**1,295**	**1,295**	**1,295**	**1,295**	**1,295**	**1,295**	**1,295**	**1,295**	**1,295**	**38,795**	**50,450**
PY Receivables	61,582	48,490	100,463	11,250	-	-	-	-	-	-	-	-	221,784
TOTAL RECEIPTS	**270,940**	**257,848**	**806,164**	**424,322**	**430,823**	**788,178**	**659,444**	**422,423**	**797,853**	**518,228**	**528,173**	**695,273**	**6,599,669**
EXPENSES													
Certificated Salaries	137,977	137,977	137,977	137,977	137,977	137,977	137,977	137,977	137,977	137,977	137,977	137,977	1,655,725
Classified Salaries	57,269	57,269	57,269	57,269	57,269	57,269	57,269	57,269	57,269	57,269	57,269	57,269	687,223
Employee Benefits	59,240	59,240	59,240	59,240	59,240	59,240	59,240	59,240	59,240	59,240	59,240	59,240	710,875
Books & Supplies	41,489	55,318	27,659	16,903	16,903	16,903	16,903	16,903	16,903	16,903	16,903	13,522	273,210
Food Service	-	19,925	39,850	39,850	39,850	39,850	39,850	39,850	39,850	39,850	39,850	19,925	398,499
Other Operating Expenses	115,579	115,579	115,579	115,579	115,579	115,579	115,579	115,579	115,579	115,579	115,579	92,463	1,363,833
Professional Services	117,369	117,369	117,369	117,369	117,369	117,369	117,369	117,369	117,369	117,369	117,369	93,895	1,384,957
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	49,673	-	-	-	-	-	-	-	-	-	-	-	49,673
TOTAL DISBURSEMENTS	**578,596**	**562,677**	**554,942**	**544,186**	**544,186**	**544,186**	**544,186**	**544,186**	**544,186**	**544,186**	**544,186**	**474,291**	**6,523,995**
OTHER FINANCING SOURCES/USES/ACTIVITES													
Total Other Financing/Balance Sheet Activity	450,000	-	-	-	-	-	-	-	-	-	-	(450,000)	-
Cumulative Cash Position	**359,668**	**54,839**	**306,061**	**186,197**	**72,833**	**316,825**	**432,083**	**310,319**	**563,987**	**538,028**	**522,015**	**292,997**	