

ROCKETSHIP PUBLIC SCHOOLS

Rocketship Los Sueños Academy

Petition for the Renewal of a Charter School

Submitted to the Santa Clara County Office of Education

February 7, 2020



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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 (Education Code Section 47605.6).

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 Los Suenos Academy fulfills the requirements of Section 47605 of the Act.

AFFIRMATIONS AND DECLARATION

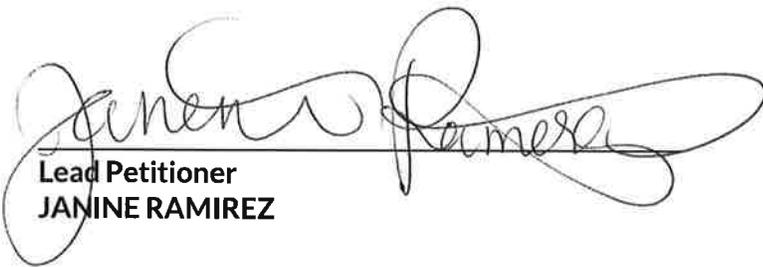
As the authorized lead petitioner, I, Janine Ramirez, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Rocketship Los Suenos Academy (the “Charter School” or “RLS”), submitted to the Santa Clara County Office of Education (“SCCOE”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

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605.6(d)]
2. Rocketship Education, Inc. declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code §47605.6(b)(6)]
3. The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605.6(e)(1)]
4. The Charter School will not charge tuition. [Ref. Education Code §47605.6(e)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). 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 47605.6(e)(2)(C). [Ref. Education Code §47605.6(e)(2)(A)-(C)].
6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
7. The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]
9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. Education Code §47605.6(l)]
10. The Charter School takes full and complete responsibility for its use of noncredentialed employees to provide services throughout the school day, including any impacts its use of such employees may have on the Charter School's funding.
11. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
12. The Charter School will keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building and on school property.
13. The Charter School will meet or exceed the legally required minimum number of school days of instruction required by Title 5 California Code of Regulations Section 11960, and for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
14. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
15. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
16. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)]
17. The Charter School shall comply with any jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605.1] The Charter School will be located within the boundaries of the District as required by the Education Code.
18. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
19. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student

Succeeds Act ("ESSA").

20. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
21. The Charter School shall comply with the Public Records Act.
22. The Charter School shall comply with the Family Educational Rights and Privacy Act.
23. The Charter School shall comply with the Ralph M. Brown Act.
24. The Charter School shall comply with all portions of Education Code and State Board Title 5 Regulations which are not otherwise waived under Education Code Section 47610.



Lead Petitioner
JANINE RAMIREZ

February 7, 2020

INTRODUCTION

THE STORY OF ROCKETSHIP LOS SUENOS

The story of Rocketship Public Schools and Rocketship Los Suenos began in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship for local, underprivileged students to attend Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that among 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 children in his parish and to prepare them to qualify for a college education. He decided that the children of his parish needed to have an alternative to their neighborhood district school.

Father Mateo Sheedy subsequently focused on the founding of the Sacred Heart Nativity School, a private Catholic middle school focused on serving low-income youth within the Sacred Heart Parish community. In founding this school, Father Mateo Sheedy connected with John Danner who had attended Bellarmine High School (a private Catholic high school) in hopes that he would philanthropically support the founding of the middle school. John was one of several philanthropic partners in this endeavor and this experience ignited John's passion in public education and began to catalyze new opportunities for children and families in the Sacred Heart community.

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, in hopes to continue to build on Father Mateo's vision and create a K-12 pipeline for their children. Sacred Heart Nativity, Downtown College Prep, and other private Catholic high schools had created a strong 6-12 pipeline for their children, but a high-quality K-5 option in the neighborhood was still missing. John and Preston began to focus on developing a new elementary model for schools in low-income neighborhoods. John Danner was interested in the ways technology could help personalize education. Preston Smith was a high-achieving principal at a promising elementary school in a San Jose school district who recognized the impact empowered teachers and engaged parents can have on student success.

The Santa Clara County Board of Education voted in the fall 2006 to authorize an initial Rocketship school, and Rocketship One Public School opened in a church on South 10th Street in downtown San Jose in August 2007. Although the model would go on to evolve in the years ahead, the school would establish many of the characteristics that would help define the Rocketship model: personalized learning, an extended school day, parent partnership, college focus, and the core values of responsibility, respect, persistence, and empathy.

In August 2010, Rocketship Los Suenos (RLS) became the third Rocketship campus to open in San Jose. In Rocketship tradition, parents united and identified a name that resonates for them. Families were looking for something new and wanted better opportunities for their kids. Parents worked hard and wanted the American Dream for their children. This new school represented hope for families, and that is how they collectively parents agreed on the name: Rocketship Los Suenos, which literally translates to “the dreams.” This new school embodied their wish of a better future for their kids, and parents came together to form a community, which was evident early on. It just so happened some tragedies occurred with the first founding families and staff. Although this was a new school, the strong bond parents formed was remarkable. Ms. Lupe who has been in the team since the first year specifically quotes how students came together to form fundraisers for their peers who had suffered a loss in the family. Striving for a dream is a collective effort, and RLS has definitely taken this approach to student success.

As with all schools, Rocketship Los Suenos has had lots of learning over the years. Principal Gordon understands that a strong community is a collaborative effort that is not contained in the classroom, but expands to students outside of the classroom, and inclusive of family. With the intention of fostering this sense of community, and the ties between school and home, RLS has focused on creating spaces where families can come and celebrate with their students and school family. RLS has reinstated community culture events to celebrate different cultures, teach kids about different cultures, give students the opportunity to be proud of their heritage and simultaneously, create a space that allows for students, staff and family to come together and celebrate! Just recently, RLS had a movie night where over 200 parents attended! A testament to the strong home/school collaboration RLS is revamping in partnership with staff and families.

CRITERIA FOR RENEWAL

In accordance with 5 C.C.R. 11966.5(c), when considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any. The county board of education may deny a petition for renewal of a charter school only if the county board of education makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth, as applicable, in Education Code sections 47605(b) and 47605.6(b), or failure to meet one of the criteria set forth in Education Code section 47607(b).

Education Code § 47607(b) states that a charter school must meet at least one of the following criteria to have its charter renewed:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school [§ 47607(b)(1)];
2. Ranked in deciles 4-10, inclusive, on the API in the prior year or in two of the last three years [§ 47607(b)(2)];
3. 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

4. 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)].

Effective June 2018, Education Code Section 52052(f) clarifies the API criteria for renewal charter petitions: “[f]or any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.” Accordingly, the 2013 API growth calculation may be used to meet the academic threshold requirement for renewal, and alternative measures shall be used. RLS utilizes alternative measures, as described below.

Further, Education Code Section 47607(a)(3)(A) states: “[t]he authority that granted the charter shall consider **increases in pupil academic achievement** for all groups of pupils served by the charter school as **the most important factor** in determining whether to grant a charter renewal.” (Emphasis added.)

In addition to the three API criteria described above, the Education Code allows charter schools and authorizers to use the fourth option under current law, EC 47607(b)(4)(A):

*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.*

When making this determination, the law requires authorizers to evaluate all of the following:

- Documented and clear and convincing data;
- Pupil achievement data from assessments for demographically similar pupil populations in comparison schools; and
- Information submitted by the charter school.

As the data presented below shows, RLS has met the criteria for renewal under the Education Code. Furthermore, over the past five years, RLS students have demonstrated improvements in pupil academic achievement for all groups of pupils schoolwide and among significant student subgroups as measured by a variety of assessments. Finally, RLS students have made substantial progress toward measurable outcomes and achieved at levels not only equal to, but in many cases far exceeding those of the Alum Rock Union School District and the District schools that its students would have otherwise attended.

STUDENT ACHIEVEMENT AND GROWTH AT RLS

CAASPP

In accordance with California laws and regulations, RLS administers the California Assessment of Student Performance and Progress (CAASPP). The CAASPP 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.

As described above, charter renewal laws mandate that academic performance comparisons include comparisons to the school district in which the charter school is located and to the district schools that charter school students would otherwise attend. Academic comparisons must also take into account the composition of the pupil population that the charter school serves.

RLS is located in the Alum Rock Union School District (ARUSD). (While Rocketship is petitioning to renew RLS as a countywide benefit charter, the criteria for renewal under Education Code 47607(b), which apply to both district and countywide charters, require a comparison to the school district in which the school is located. See Education Code Section 47607(b)(4)(A).) A significant number of RLS students would otherwise attend Cesar Chavez, Clyde Arbuckle, and San Antonio Elementary Schools, which are the District public elementary schools located in closest proximity to the RLS campus (hereinafter described as the “comparison District schools”). Figure 1 below shows the breakdown of RLS’s primary student subpopulations as compared to the District, the State, and the comparison District schools.

Figure 1

2018-19 Enrollment Demographics, K-5th

	Enrollment	% SED¹	% EL	% Hispanic	% SwD²
RLS	454	91%	45%	87%	8%
State of CA	2799322	62%	27%	55%	11%
ARUSD (non-charters)	6157	82%	46%	79%	10%
Santa Clara County (all schools)	120504	38%	31%	38%	10%
Cesar Chavez ES	344	93%	62%	84%	6%
Clyde Arbuckle ES	223	92%	57%	83%	21%

San Antonio ES	344	89%	41%	78%	10%
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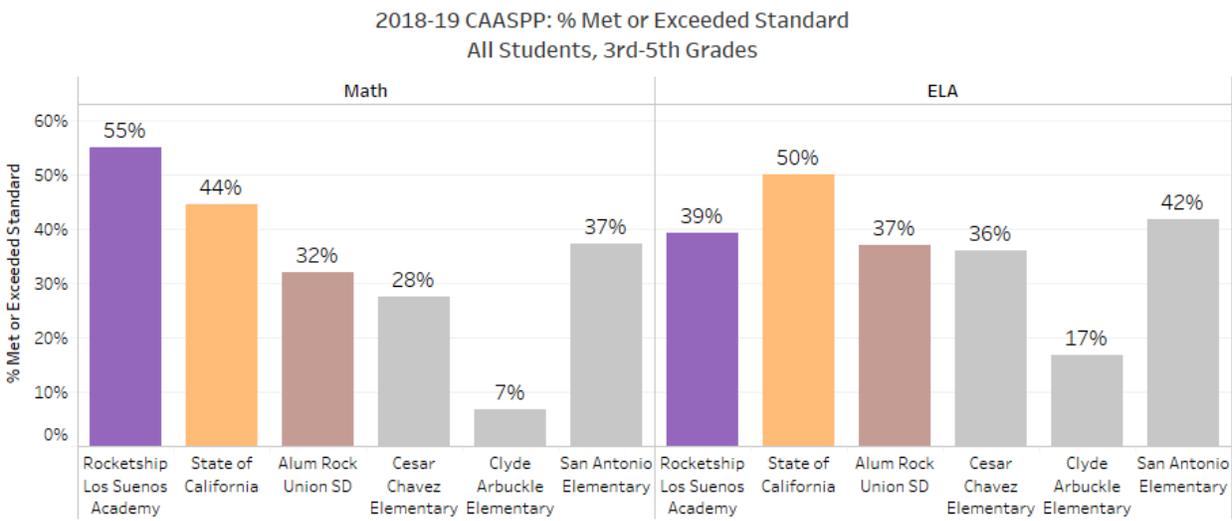
1-SED = Socioeconomically Disadvantaged, defined as: (1) a student neither of whose parents have received a high school diploma OR (2) a student who is eligible for the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)

2-SwD = Students with Disabilities

Source: California Department of Education, Enrollment Reports
<https://dq.cde.ca.gov/dataquest/dataquest.asp>

Comparison- All Students.

Figure 2



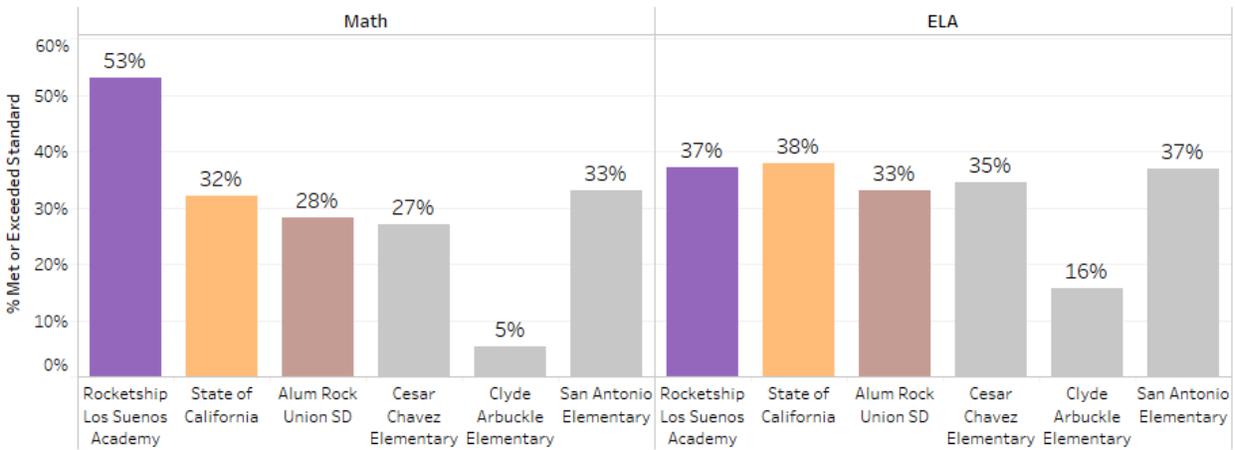
Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in research files downloaded from the CAASPP website (<https://caaspp.cde.ca.gov/>).

As Figure 2 above shows, RLS has met the legal standard under Education Code 47607(b)(4)(A). RLS outperformed the comparison District schools on Math and two of the three comparison district schools on ELA. RLS results are higher than the District average in both subjects. The law requires pupil composition to be taken into account. As Figure 1 above shows, RLS has significantly higher percentages of SED and Hispanic students than the District. Therefore, RLS has provided the comparisons below to show how it clearly meets the legal standards among these subpopulations.

Comparison - Socioeconomically disadvantaged students.

Figure 3

2018-19 CAASPP: % Met or Exceeded Standard
Socioeconomically Disadvantaged Students, 3rd-5th Grades

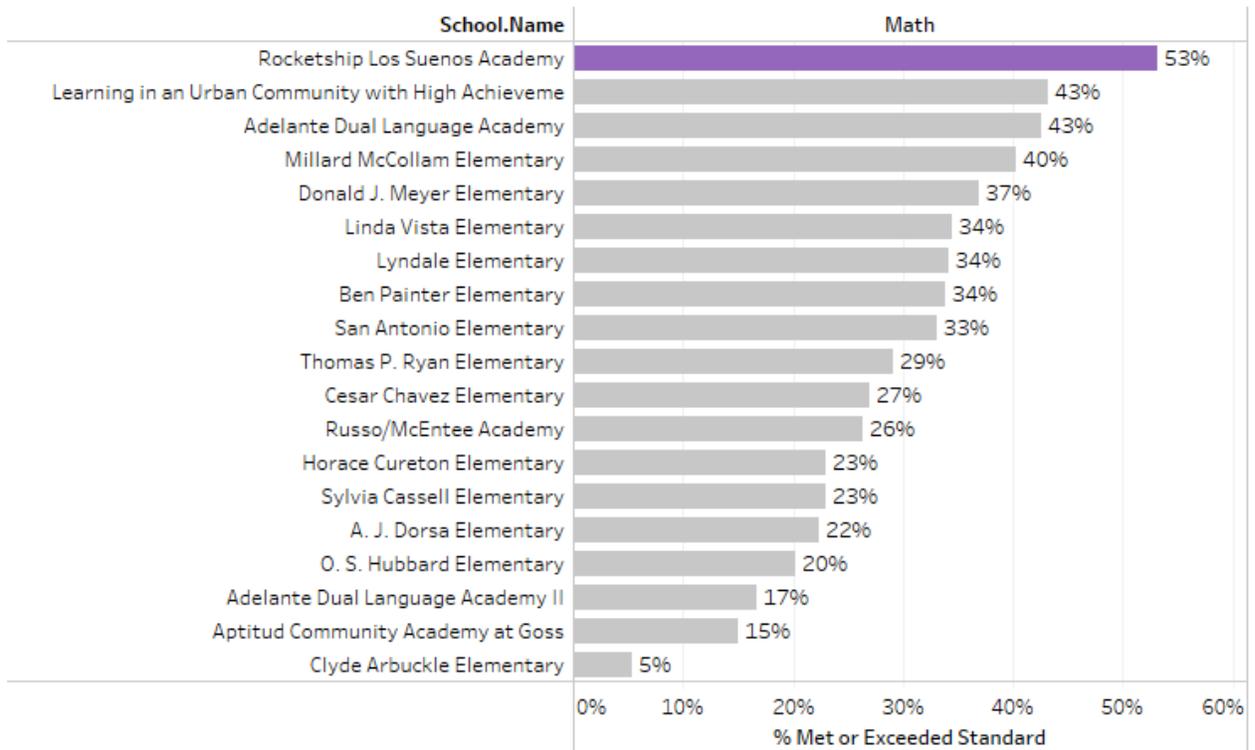


Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in research files downloaded from the CAASPP website (<https://caaspp.cde.ca.gov/>).

Approximately 90 percent of RLS students in grades 3-5 are classified as socioeconomically disadvantaged. Figure 3 shows how RLS’s SED students outperformed the District’s SED average by 4 percentage points in ELA and 25 percentage points in Math. RLS’s SED students also matched or outperformed all comparison District schools in both subjects. Furthermore, as Figure 4 below shows, RLS was the highest performer among District schools in CAASPP Math among SED students.

Figure 4

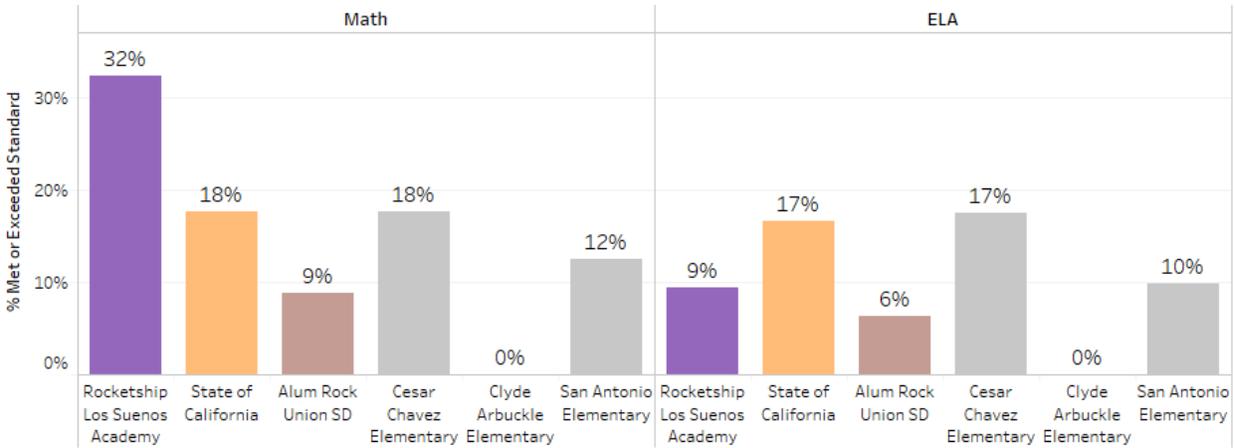
2018-19 CAASPP: Percent Met or Exceeded Standard
 Socioeconomically Disadvantaged Students, Math 3rd-5th Grades



Comparison - English learners

Figure 5

2018-19 CAASPP: % Met or Exceeded Standard
English Language Learners, 3rd-5th Grades



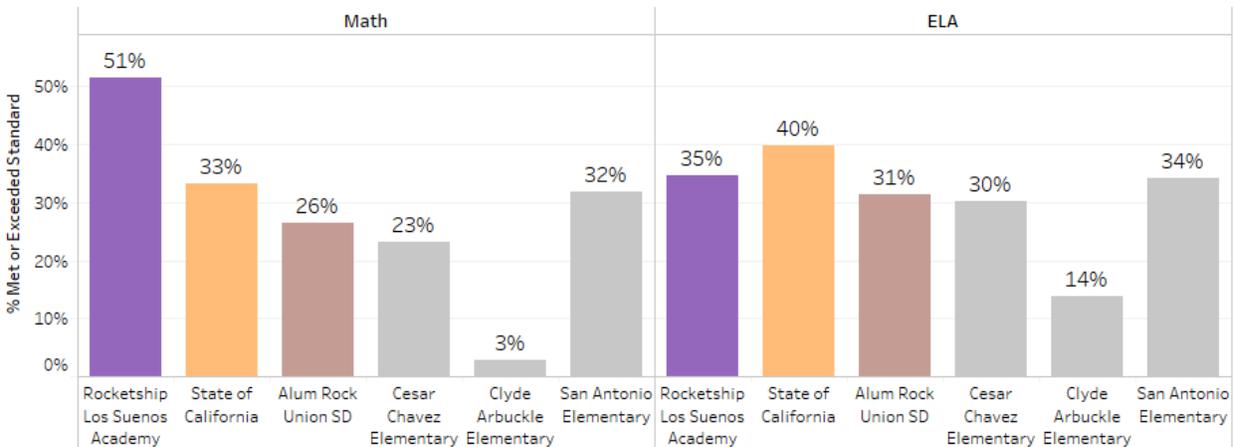
Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (<https://caaspp.cde.ca.gov/>).

Approximately 49 percent of RLS 3rd-4th grade students are classified as English learners. RLS’s Math results among ELs is more than triple that of the District, and more than 14 percentage points higher than the comparison District schools. In ELA, RLS ELs also outperformed the District.

Comparison - Hispanic students.

Figure 6

2018-19 CAASPP: % Met or Exceeded Standard
Hispanic Students, 3rd-5th Grades

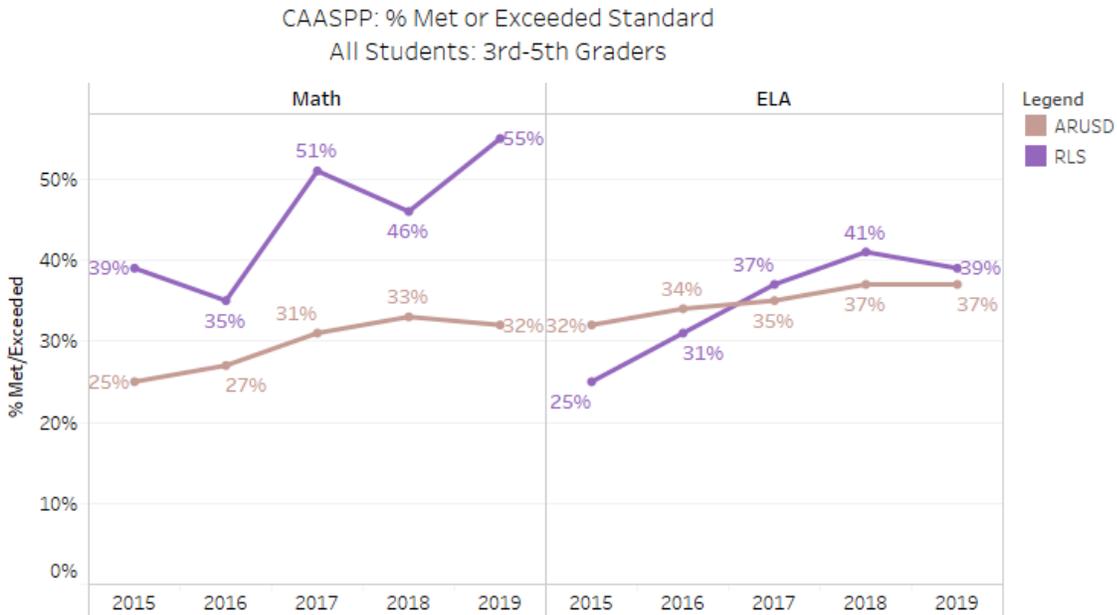


Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (<https://caaspp.cde.ca.gov/>).

Approximately 87 percent of RLS 3rd- 5th graders are Hispanic. As shown above in Figure 6, RLS’s Hispanic students outperformed the District and all comparison groups in both Mathematics and ELA.

Longitudinal- All Students

Figure 7



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

NWEA MAP

As described above, the Education Code mandates that the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups of pupils served by the Charter School

Rocketship uses the nationally-normed Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) assessments to measure growth throughout the school year in Reading and Mathematics. The data below shows how students have made significant growth in both subjects over the past four years of attending RLS.

Figure 8

Percent of Students Scoring in Each Quartile on NWEA MAP
 Rocketship Los Suenos Academy
 Fall 2015 and Spring 2019

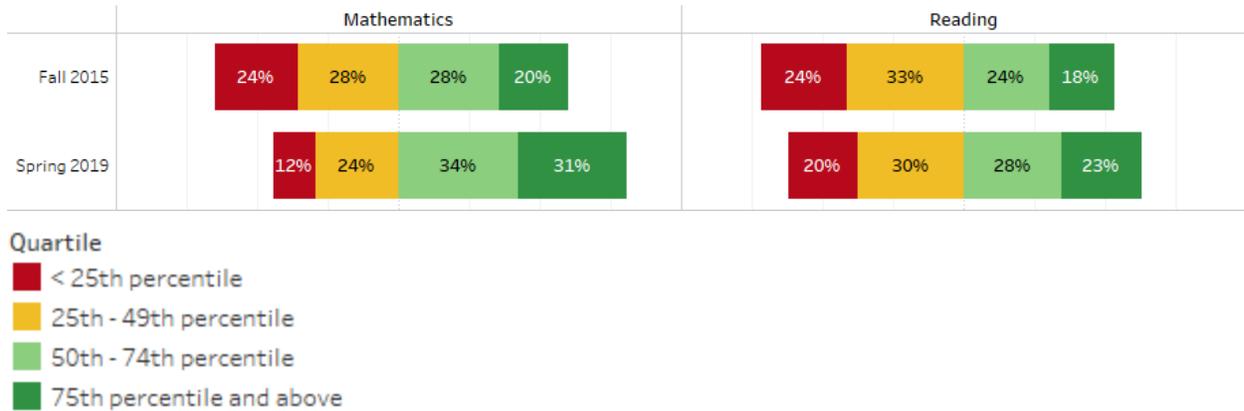
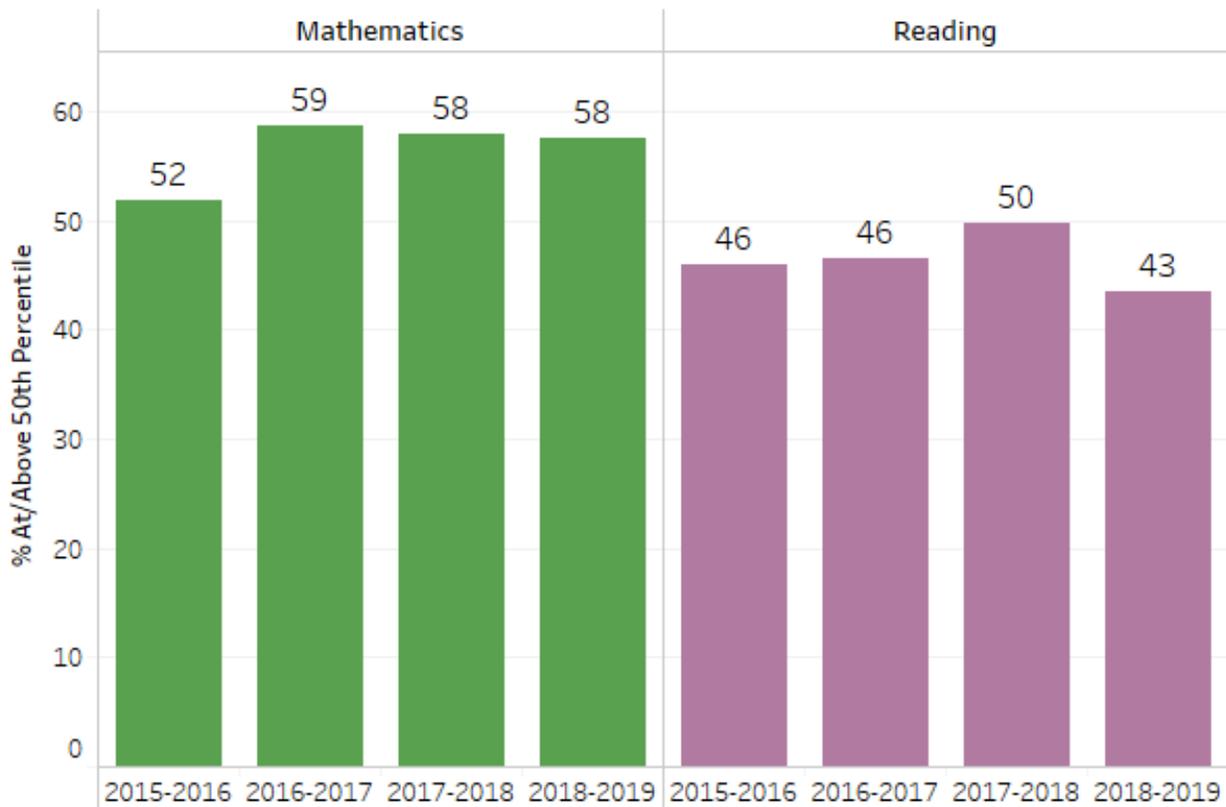


Figure 8 shows how RLS improved academic performance for students enrolled for the last four school years. Approximately one-quarter of students started 2015-16 in the bottom quartile on both NWEA Mathematics and Reading. After four years attending RLS, only 12 percent of students scored in the bottom quartile in Mathematics. Additionally, RLS moved 17 percent of students from below grade level to above the 50th percentile in Math. Almost two-thirds of students attending RLS for four years were on or above grade level in Math at the end of 2018-2019 and a majority were on or above grade level in Reading.

Furthermore, as Figure 9 below shows, RLS has maintained a strong majority of students scoring above the 50th percentile (national average) on the NWEA MAP in Mathematics over the past four years.

Figure 9

**NWEA MAP: % At/Above 50th Percentile
Rocketship Los Suenos Academy**



This data shows that Rocketship’s instructional program works. Students really do make meaningful growth during their time at RLS. The ability to move such a large percentage from below to above grade level during a four-year time frame is why we continue to do what we do at Rocketship; that is, to change the educational trajectories of all our students on our quest to eliminate the achievement gap.

Additionally, over the past four school years, RLS students averaged approximately 1.1-1.2 years of growth on both NWEA Reading and Mathematics. This growth is above the national average in both subjects. As reflected in the absolute results reported above, Figure 10 shows that RLS has improved its growth rate in Math since 2015-16.

Figure 10

Average Growth Years NWEA MAP Mathematics and Reading

School Year	Mathematics	Reading
2015-16	1.11	1.12
2016-17	1.18	1.04

2017-18	1.17	1.12
2018-19	1.21	1.09

NWEA MAP - Special Education Students

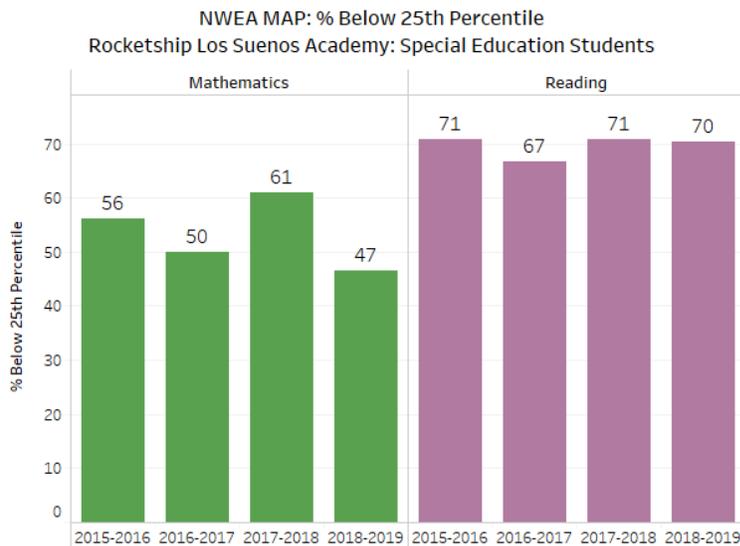
RLS deeply values its special education students and has an Integrated Special Education (“ISE”) team dedicated to best serving each of them. Figure 11 below shows RLS’s special education growth over the past four school years. RLS’s growth has been above the national average in Math for the past four years.

Figure 11
Special Education Students: Average Growth Years NWEA MAP Mathematics and Reading

School Year	Mathematics	Reading
2015-16	1.54	1.05
2016-17	1.54	1.27
2017-18	1.19	0.94
2018-19	1.04	0.88

Furthermore, as shown in Figure 12 below, RLS has reduced the percentage of special education students scoring in the bottom quartile for NWEA Math over the past four years.

Figure 12



ELPAC/CELDT

In accordance with state requirements, RLS began administering the English Language Proficiency Assessments for California (ELPAC) as the standardized assessment for English language proficiency in the 2017-18 school year. The ELPAC replaced the California English Language Development Test (CELDT), which had been previously administered at RLS. We present results from both assessments below to demonstrate how RLS's ELs have had high levels of achievement on both assessments. (At this time, we have not received any official guidance as to how, if at all, the ELPAC and the CELDT are aligned.)

ELPAC

The ELPAC contains the following four proficiency levels:

- Level 4 = Well Developed English Skills
- Level 3 = Moderately Developed English Skills
- Level 2 = Somewhat Developed English Skills
- Level 1 = Beginning Stage of Developing English Skills

As shown below in Figure 13, RLS had a similar percentage of students scoring at Levels 3&4 (combined) and Level 4 as the comparison District schools and the District.

Figure 13

Summative ELPAC: K-5th Grades				
School/District	Level 3 & 4 (Moderately & Well Developed)		Level 4 (Well Developed)	
	2017-18	2018-19	2017-18	2018-19
RLS	77%	47%	35%	7%
ARUSD	64%	43%	28%	8%
Cesar Chavez ES	72%	46%	29%	14%
Clyde Arbuckle ES	49%	34%	18%	3%
San Antonio ES	71%	48%	26%	12%
State of CA	68%	57%	33%	16%

CELDT

RLS also outperformed the District on the CELDT for the last two years that the CELDT was administered, as shown below in Figure 14. (“Early Advanced” and “Advanced” were the highest levels of achievement on the CELDT.)

Figure 14

CELDT % Early Advanced and Advanced K-5th		
School/District	Fall 2015	Fall 2016
RLS	38%	30%
ARUSD	30%	28%
Cesar Chavez ES	25%	14%
Clyde Arbuckle ES	23%	26%
San Antonio ES	28%	36%
State of CA	38%	39%

Reclassification

RLS has maintained strong results on the state English Language proficiency assessments even as it has reclassified its highest performing students who demonstrate English proficiency. For the past three years, RLS has reclassified 5-14% of EL students in accordance to state policy.

Figure 15

Historical Reclassification Rates				
School/District	2015-16	2016-17	2017-18	2018-19
RLS	5.4%	9.8%	6.6%	14.0%
ARUSD (K-8)	11.2%	19.4%	20.5%	14.4%
Cesar Chavez ES	6.7%	13.1%	11.9%	5.3%

Clyde Arbuckle ES	8.3%	14.6%	15.8%	12.1%
San Antonio ES	16.9%	18.5%	30.8%	26.0%

1-Source: California Department of Education, Annual Reclassification (RFEP) Counts and Rates (<https://dq.cde.ca.gov/dataquest/dataquest.asp>)

Dashboard

As the State is no longer using API, we present the 2019 CA School Dashboards below (for the school year 2018-19) to demonstrate an additional measure of achievement and growth. The Dashboard uses color-coded performance levels to measure a school’s progress in various categories, as shown below. Performance levels are based on a school’s current status and change from the prior year.



The Fall 2019 Dashboard published four metrics for elementary schools: Suspension Rate indicator, Chronic Absentee Rate indicator, ELA Academic indicator and Math Academic indicator. Table 16 reports RLS’s overall performance level for each metric along with the status and growth components. RLS achieved the highest performance level on the Suspension Rate Indicator and the second to highest performance level on the Math Academic Indicator. For both indicators, RLS status had improved from the previous year. RLS earned the middle yellow rating on the Chronic Absentee Rate indicator and had the second lowest rating on the ELA Academic Indicator due to a slight decline in its results from the previous year.

Figure 16

Fall 2019 CA School Dashboard Indicators: Rocketship Los Suenos Academy			
Indicator	Performance Level Color	Current Status	Change from Previous Year
Suspension Rate	Blue (Level 5)	Low (0.6%)	Significantly Declined (-5.9%)
Chronic Absentee	Yellow (Level 3)	High (10.3%)	Significantly Declined

			(-4.8%)
ELA	Orange (Level 2)	Low (-23.2)	Declined (-3.1)
Math	Green (Level 4)	High (13.0)	Increased (13.7)

Although RLS only earned a Level 3 on the Chronic Absentee Rate Indicator, the school reduced its chronic absentee rate in the past year. In 2018-19, RLS was only 0.3% above the “high” current status threshold and over three percentage points lower than any of the comparison schools. Figure 17 reports the historical chronic absentee rate for RLS, the District, and the comparison schools.

Figure 17

Historical Chronic Absentee Rates ¹			
School Year	2016-17	2017-18	2018-19
RLS	14.3%	15.1%	10.3%
ARUSD (K-8, non-charter)	12.4%	13.5%	14.0%
Cesar Chavez ES	14.4%	16.1%	17.8%
Clyde Arbuckle ES	12.7%	13.1%	19.2%
San Antonio ES	12.4%	10.0%	13.9%

1-Source: California Department of Education, Absenteeism Reports (<https://dq.cde.ca.gov/dataquest/dataquest.asp>)

Figure 18 shows that RLS’s Suspension Rate and Math Academic Indicator rating were at least as strong or stronger than the District or comparison schools. Furthermore, RLS earned a higher Chronic Absentee Rate indicator performance level than the District or comparison schools.

Figure 18

Fall 2019 CA School Dashboard Indicators					
Indicator	RLS	ARUSD	Cesar Chavez ES	Clyde Arbuckle ES	San Antonio ES

Suspension Rate	Blue (Level 5)	Green (Level 4)	Orange (Level 2)	Orange (Level 2)	Blue (Level 5)
Chronic Absentee Rate	Yellow (Level 3)	Orange (Level 2)	Orange (Level 2)	Red (Level 1)	Red (Level 1)
ELA	Orange (Level 2)	Orange (Level 2)	Yellow (Level 3)	Orange (Level 2)	Yellow (Level 3)
Math	Green (Level 4)	Orange (Level 2)	Orange (Level 2)	Orange (Level 2)	Green (Level 4)

The lowest rated indicator at RLS was the ELA Academic Indicator at Level 2. While RLS’s overall performance level was equal to or one level below the District comparison schools, RLS had a stronger current status than the District comparison schools except for San Antonio ES. Figure 19 reports the current status for the ELA Academic Indicator. In 2018-19, RLS was less than two points below San Antonio ES.

Figure 19

RLS ELA Academic Indicator			
School Year	Overall Rating	18-19 ELA Status	Change from Previous Year
RLS	Level 2	23.2 pts below standard	3.1 decline
ARUSD (K-8)	Level 2	29.4 pts below standard	0.1 decline
Cesar Chavez ES	Level 3	33.6 pts below standard	13.1 increase
Clyde Arbuckle ES	Level 2	69.1 pts below standard	4.5 decline
San Antonio ES	Level 3	21.4 pts below standard	9.2 increase

RLS AS PART OF THE ROCKETSHIP PUBLIC SCHOOLS NETWORK

Rocketship Los Suenos is part of a network of high-performing charter schools that is centrally governed and operated by Rocketship Education d/b/a Rocketship Public Schools (“Rocketship” or

“RPS”), a non-profit public benefit corporation with 501(c)(3) status. As further described in below, Rocketship Public Schools is governed by a Board of Directors comprised of diverse and experienced community leaders with a broad range of expertise in relevant fields, including academics, education reform, community engagement, finance, management, real estate, law, and fundraising.

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

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

ELEMENT A: THE EDUCATIONAL PROGRAM

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

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

- Education Code Section 47605.6(b)(5)(A)(i)-(ii)

MISSION, VISION, AND MODEL

There is a significant and growing gap in student achievement in our country. It's a gap between

ethnic groups, between income levels, even between neighboring communities in the same city. Regardless of which side we're on, ultimately, the achievement gap affects us all.

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

MISSION STATEMENT

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

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

- Rocketship students will graduate from Rocketship at or above grade level.
- Rocketship students will become self-motivated, competent, and lifelong learners.
- Rocketship students will develop a deep love of learning.
- Rocketship will provide parents with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni both to become leaders in their community and help others achieve their goals.

VISION STATEMENT

Eliminate the achievement gap in our lifetime.

ROCKETSHIP MODEL

The Rocketship model is built on three foundational pillars of excellence, which we believe are the key to our continued success as we work to close the achievement gap in California and beyond.

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

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

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

TARGET SCHOOL POPULATION - WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

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

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

Figure 19

Rocketship Los Suenos Demographic Data* 2015-2020

School Year	% Hispanic	% Black/ African American	% White	% Asian	% EL	% SED	% SPED
2015-2016	87.8%	2.1%	0.5%	8.8%	55.9%	89.3%	4.6%
2016-2017	88.0%	1.8%	0.2%	6.6%	51.4%	88.6%	6.6%
2017-2018	85.3%	1.4%	0.8%	8.7%	59.2%	89.2%	8.1%
2018-2019	68.7%	0.7%	0.7%	5.3%	44.9%	91.4%	8.4%
2019-2020	88.3%	0.7%	0.9%	7.4%	57.2%	89.0%	11.5%

*Source: Rocketship official demographic data (data for the 2019-2020 school year is preliminary)
 Definitions: EL = English learner, SED = socioeconomically disadvantaged, SPED = special education students

ROCKETSHIP'S HISTORY SERVING OUR TARGET POPULATION

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

Rocketship's story began back in 1999, when 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, among 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 Public Schools, to serve other schools in the neediest neighborhoods.

Rocketship Public Schools has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into critical systems necessary for successful replication. Rocketship Public Schools 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 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 2019-20 school year, Rocketship operates thirteen schools in California. Ten of these schools are in San Jose, where we have grown to become a well-established presence over the past decade. We also have a campus in Redwood City, which opened in the 2015-16 school year. In the 2016-17 school year, we opened a new school in Concord as part of our movement to expand and serve students deep into the East Bay. Also, in furtherance of this movement, we opened Rocketship Delta Prep in Antioch in 2018.

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

Furthermore, our Rocketeers stay ahead in middle school. Rocketship engaged SRI International, an independent nonprofit research center, to conduct a three-year study on the performance of our Rocketeers in middle school. The study followed nearly 2,000 students in seven San Jose middle schools with high concentrations of Rocketship graduates. SRI rigorously investigated academic performance, social and emotional skills, and student confidence navigating the middle school transition. Rocketeers are a year ahead of their classmates in math and reading after the first and second years of middle school. Over 80% of Rocketeers reported high levels of key character skills associated with long-term success including self-efficacy, motivation, and grit. And the vast majority of Rocketeers attribute their preparedness for middle school to their elementary experience on every factor examined, including: preparing them to work hard (91%), learn new things (90%), work in groups (89%), study for tests (85%), keep track of assignments (88%), and learn independently (77%).

We also have diverse experience opening new schools in other regions throughout the country. We opened our first school in Milwaukee in 2013, followed by two schools in Nashville in the subsequent two school years. During the 2016-17 school year, we opened our first school in Washington, D.C, followed by a second in 2017-2018. Most recently, in the 2018-19 school year, we opened a second school in Milwaukee. Though geographically different, each of our school launches shares the common experience of profound community and parent involvement. As described above, we begin working with local community stakeholders, parent leaders, and prospective families well before our doors open for the first time. We host community meetings, informational sessions, and even educational events (e.g. family reading night) to establish meaningful connections with our Rocketeers.

TARGET ENROLLMENT

Figure 20 shows RLS’s enrollment over the past five years.

Figure 20

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
TK	n/a	n/a	23	24	24
K	106	89	93	75	76
1	107	100	74	86	75
2	107	91	92	72	88

3	104	108	81	86	69
4	108	82	94	79	83
5	49	28	26	32	37
Total	581	498	483	454	444

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

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

OUR EDUCATIONAL PHILOSOPHY

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

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

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

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

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

PERSONALIZED LEARNING

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

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

Our instructional model is based on our beliefs that learning best occurs in the following ways:

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

CURRICULUM AND INSTRUCTION

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California’s adoption of the Common Core State Standards (“CCSS”) for English/Language Arts and Mathematics; the Next Generation Science Standards (“NGSS”); English Language Development (“ELD”) and state standards and framework for other

content areas including Social Studies and Visual and Performing Arts.¹

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

Along with our students, our teachers are required to make their own cognitive leaps as they align their classroom practices to the rigor of the CCSS and CAASPP. Rocketship's centralized network Achievement Team is tasked with designing an intellectual preparation process to best set teachers and students up for short and long-term success. The Achievement Team partners with teachers and School Leaders (school principals and assistant principals) to develop plans and materials that span from long-term curriculum maps to daily lessons. Teachers also meet regularly throughout the school year with their school-based coaches and members of the Achievement Team to explore content covered in various units, thinking about questions like *"what are the key understandings and skills needed for the relevant standards?"* and *"what should students be able to do/produce if they have mastered the standard?"*

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

The below sections provide further details on our curriculum and instruction.²

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

Core Beliefs about Literacy Instruction

¹ Pursuant to CA Education Code 60605.

² These sections describe our instruction as it is currently being implemented in accordance with the CCSS. We constantly monitor any changes in the state standards and assessment systems and may at times adjust elements of our instruction, curriculum, and/or teaching materials to ensure that teachers and students are best being equipped for mastery. In accordance with Education Code Section 47607, we will notify our authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

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

Each of the elements of our reading and writing instruction are focused on the CCSS for English/ Language Arts (ELA) and Literacy. For each of the strands called for in the CCSS (reading, writing, speaking and listening, and language, each further described below), our instruction includes the College and Career Readiness anchor standards and their accompanying grade-specific standards to ensure that our students are on track to meet end-of-year expectations. The ELA/ELD framework has also provided guidance to instructional materials and the key themes of the ELA/ELD framework are embedded throughout the instructional program. Specific ELD standards are selected for each unit to amplify the core CCSS-ELA standards and are sequenced to help students reach English proficiency as quickly as possible.

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

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

Writing Strand. Our writing instruction focuses on the anchor and grade-specific standards in the areas of (1) text types and purposes (i.e. learning to write narratives, informative/explanatory

texts, arguments, and a variety of other subgenres); (2) production and distribution of writing (i.e. producing and sharing clear, coherent and organized writing through a well-planned writing process); (3) research to build and present knowledge (i.e. assessing the credibility of sources, analyzing research, and integrating findings to support writing); and (4) range of writing (i.e. writing over short and long time frames for a variety of purposes and audiences). As illustrated in the ELA/ELD framework, writing instruction leads to effective expression, by applying language and foundational skills.

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

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

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

COMPONENTS OF OUR LITERACY INSTRUCTION

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

Explicit teaching of the building blocks of literacy. Our instructors teach phonics (sound-spelling relationships), phonemic awareness (distinguishing individual sounds within words), and language arts (word and structural analysis); and fluency.

- **Phonics:** Students learn to relate sounds to spellings to decode words. Our instruction will include concepts like the alphabetic principle, long and short vowel sounds, consonant and vowel combinations, consonant clusters, diphthongs, digraphs, and variant vowels.
- **Phonemic awareness:** Students learn how to distinguish individual sounds (phonemes) within words. Our instruction will include activities like categorization (recognizing the “odd” sound in a word), isolation (identifying a single sound in a word), rhyming, segmenting (separating spoken words into individual sounds), and oral blending (combining individual sounds in a word).
- **Language arts:** Our instruction zooms in on the concept of word and structural analysis, engaging in in-depth study of topics like morphemes (i.e. prefixes, suffixes, root words), compound words, homophones, and syllabication.
- **Fluency:** Our instruction focuses on helping students acquire automaticity (rapid and automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers build students’ fluency through modeling of good oral reading, teaching students phrasing, and offering many opportunities for students to practice with guidance and support (i.e. repeated reading). Additionally, teachers expose students to high-frequency words and sight words to allow students to focus less energy on decoding and more on comprehension during their reading lessons.

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

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

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

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

designing a pre-reading activity to focus students, observing students during reading, and leading a comprehension conversation to practice and assess students' comprehension.

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

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

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

INSTRUCTIONAL PLANNING AND PREPARATION

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

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

Resources for ELD planning include:

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

Appendix 2 includes a scope and sequence map for Humanities.

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

Core Beliefs for Mathematics Instruction:

- The heart of effective mathematics instruction is an emphasis on thinking, problem solving and reasoning, which must sit on a foundation of purposeful practice and the building of strong fluency and automaticity in basic math facts and procedures.
- Effective Mathematics instruction should stimulate inquiry and curiosity within students and teachers.

- All students can demonstrate mastery given the supports they need in the STEM classroom.
- Mathematics is a language we teach - one that allows us to communicate precisely, notice patterns and infer future outcomes, and helps us explain the world we observe.

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

Practice Standards. We believe that all students should develop the varieties of expertise that are reflected in the practice standards, as these standards are designed for all levels of mathematical maturity and will enable students to become strong in mathematics even beyond their elementary school experience at Rocketship. The eight practice standards, as well as a brief summary of what proficiency looks like for each of them under the CA CCSSM, are described below.

- 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.

- Transitional Kindergarten: (1) developing important aspects of counting, including cardinality and 1:1 correspondence, (2) sorting & classifying objects by shared attributes, (3) developing a basic understanding of geometric properties of everyday objects. Note: Per Cal. Ed. Code Section 48000(f), we have aligned our transitional kindergarten curriculum to the California Preschool Learning Foundations standards.
- 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 understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions; (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes.
- Grade 4: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
- Grade 5: (1) developing fluency with addition and subtraction of fractions, and developing an understanding of multiplication of fractions and division of fractions; (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

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

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

To best meet the demands of CCSS, our math instruction includes all of the following elements at all grade levels:

- Instruction and learning activities focused on math concepts and application of understandings
- Explicit instruction on math vocabulary and language
- Spiral review on concepts already covered, with a specific focus on application of

- understandings across a diverse range of concepts
- Protected intervention and corrective instruction time during the STEM block
- Well-designed counting routines in early-childhood grades to developing counting fluency, cardinality & 1:1 correspondence
- Daily Number Stories using a Cognitively Guided Instruction approach, designed to develop number sense and flexibility, as well as apply understandings of mathematical operations in context
- The purposeful and data-driven integration of online learning programs within the STEM classroom, to provide aligned and personalized practice that is incentivized, monitored, and aligned by the teacher

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

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

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

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

Counting Collections. In TK & K, students engage in regular practice counting collections of

objects and then share different ways to organize them. Counting Collections builds 1-to-1 matching, cardinality and eventually base-10 understanding.

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

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

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

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

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

INSTRUCTIONAL PLANNING AND PREPARATION

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

- **Scope and Sequence Maps:** This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year, organized into units and paced onto the yearly instructional calendar.
- **Content Modules:** We prepare comprehensive guide books, called “modules,” for various mathematical concepts that are designed to help teachers develop a profound and broad understanding of the mathematics standards. Modules also reference a variety of resources that teachers can use to further their understanding and effectively teach the standard.
- **Unit Assessments** - Centrally created Unit Assessments to help instructional staff understand the bar for mastery and foster cross-network data analysis.

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

Teachers plan for integrated ELD through a variety of actions, including:

- Unpacking aligned ELD standards for units
- Utilizing graphic organizers and visual support templates for explicit vocabulary instruction
- Discussing and planning supports, using the ELA/ELD framework “lesson plan framing questions”

For STEM scope and sequencing, please see Appendix 3.

SCIENCE AND SOCIAL STUDIES INSTRUCTION

INTEGRATED CONTENT INSTRUCTION

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

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

Our content instruction contains four main components.

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

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

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

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

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

SOCIAL STUDIES INSTRUCTION

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

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

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

SCIENCE INSTRUCTION

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

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

Our science instruction is focused on building content knowledge and schema including the use of

GLAD strategies to support language acquisition. Our units encompass the three dimensions of the NGSS (Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts). Units are bundled according to the thematic model of the NGSS and include the following topics from the Disciplinary Core Ideas:

- Physical Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of motion and stability, waves and their application in technologies, and matter and its interactions.
- Life Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of molecules and organisms, heredity (inheritance of traits), ecosystems, and biological evolution.
- Earth Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of earth's systems, earth's place in the universe, and the effects of global activity on the earth.

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

PHYSICAL EDUCATION AND ENRICHMENT

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

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

LEARNING LAB

At Rocketship, we believe the Learning Lab must be a purposeful and diverse learning experience

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

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

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

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

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

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

The School Leaders oversee the managerial aspects (i.e. hiring ILSs and enrichment teachers, monitoring student behavior, selecting appropriate OLPs, designing and laying out the learning space). They also play a vital role in ensuring the substantive quality of the education that occurs in

the Learning Lab. Our School Leaders also serve as coaches to the ILSs. They train our ILSs to use pre-selected, evidence-based intervention curricula to respond to individual student needs and engage in regular progress-monitoring of each ILS to identify areas for additional training or other supports. Along with our classroom teachers, our School Leaders also work with the ILSs to collect and analyze data from in-person and online interventions to help design personalized support for our Rocketeers. ILSs also receive similar support and professional development as classroom teachers on campus.

COMPONENTS OF OUR LEARNING LAB

Experiential Learning and Skills Centers:

Students receive 60 minutes of Learning Lab time weekly dedicated to an experiential, hands on learning center focused on building and developing the 21st century skills of communication, collaboration, creativity, and critical thinking. Schools offer a variety of experiences including Legos/Lego Robotics, Strategy and Sportsmanship (Chess), or Art.

Online Learning Program Center

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

Tutoring/Tier II Instruction:

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

Project Based Learning:

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

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

ONLINE LEARNING PROGRAMS (OLPs)

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

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single

teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to teach content. This is especially critical to us given that the student population that we serve often arrives at Rocketship achieving significantly below grade level.

- **Basic skill remediation.** Students must develop the foundational knowledge in various content areas if they are going to successfully progress as learners. As with any classroom, our teachers' time is limited. Allowing some of the remedial work to occur through reliable online programs (our selection process is further described below) enables students to build the foundations they need while freeing up teachers to focus their time on higher-level instruction.
- **Student accountability, motivation, and engagement.** Through tracking features of our various OLPs, students can assume responsibility for their own progress toward individualized learning goals.
- **Data analysis.** Our OLPs are a valuable data resource. The programs consistently generate a variety of data for our teachers and school leaders to analyze while planning and personalizing instruction.
- **Real-time teaching.** Many of our OLPs are designed to adjust content in real-time based on students' individual progress to keep students working on the most appropriate material and advancing along their individualized learning pathways.

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

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

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

Analytics. The last, arguably most important, feature that we utilize in our online learning programs is the teacher analytics. These dashboards give teachers real-time data on how students

are performing. They break down assessments, individual lessons and overall usage, allowing teachers to adjust both online and in-class programming. Teachers may utilize assignability features to assign specific lessons or domains of instruction or even adjust the order of objectives that classes encounter. Teachers can also customize features such as when a student can access online instruction, assessments or games within the programs. Through these insights, teachers can ensure our programs are highly focused and continually benefiting student outcomes.

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

Our current OLP suite includes the following:

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

SOCIAL-EMOTIONAL LEARNING

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

CORE VALUES

At every Rocketship campus, we teach four core values – respect, responsibility, persistence, and empathy. Additionally, most schools choose a fifth core value of its own.

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

LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together around some school wide 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.

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

SOCIAL-EMOTIONAL CURRICULUM

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

units throughout the year.

Unit 1: Respect, Inclusion, and Welcome

Unit 1.5: Mindful of Myself and My Feelings

Unit 2: Kindness, Empathy, and Friendship

Unit 3: Persistence, Grit, and Patience in Growth

Unit 4: Mindful of Myself, Others, and the Environment

Unit 5: Responsibility, Problem-Solving, and Community Action

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

- **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 introducing these tools and getting students well-versed in them. Students then use these tools the rest of the year.

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

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

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

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

SCHOOL DAY AND INSTRUCTIONAL MINUTES

SCHOOL DAY

Students start the day with Launch, often times with parent participation and observation, where Schools Leaders and teachers engage all students on building their social emotional learning skills. Students spend about half of the day in a Humanities block and a quarter of the day in a STEM block, with separate teachers who specialize in their respective subjects. Students receive whole group instruction, experience small group and team learning, and receive targeted intervention from their classroom teacher. Students rotate into the Learning Lab for adaptive online learning, additional small group instruction, team learning, and targeted intervention. In addition to a daily recess block at each grade-level, every Rocketeer has regular access to physical education.

INSTRUCTIONAL MINUTES

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

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

The number of instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).³ We will offer the same or greater number of instructional days as the Alum Rock Union School District. All components of the day counting towards instructional minutes are led by credentialed teachers who utilize curricular resources aligned to CCSS to guide their instruction.

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal time to make the progress that they need to catch up. Therefore, we extend the school day beyond the required number of instructional minutes. During our extended school day students engage in independent and small group learning in the Learning Lab and participate in P.E. or other Enrichment activities. While the exact bell times vary by year, for the current (2019-20) school year, RLS operates from 7:45 a.m. to 3:20 p.m.

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

Figure 21

³ In accordance with Education Code Section 47612.5(e)(1), we define instructional minute as minutes spent under the direct supervision of a certificated teacher.

Rocketship Daily Minutes (Illustrative)

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

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

DATA-DRIVEN INSTRUCTION

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

ASSESSMENT

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

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

ANALYSIS

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

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

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

GOAL SETTING AND PROGRESS

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

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

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

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

School wide Recognition. Outside of the classrooms, our entire school celebrates progress toward goals as well. Every week during the Rocketship Launch time (further described in Section F above), we celebrate achievements and give out awards based on growth and mastery. For example, we may award Reading Capes to the classes with the greatest progress on OLPs, 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.

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

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.⁴

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

Schoolzilla. Rocketship also uses the cloud-based Schoolzilla data warehouse and reporting system to collect and organize student achievement, enrollment, and attendance data. Rocketship partners with Schoolzilla to build toolkits and user-friendly reports and dashboards that translate simple data into actionable information that educators can use to modify their instructional

⁴ 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.

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 Rtl sessions, further described 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 level. Additionally, content from Schoolzilla's Rtl tab is automatically linked and integrated with the student's Individualized Learning Plan.

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

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

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

SPECIAL POPULATIONS

AT-RISK STUDENTS

MULTI-TIERED SYSTEMS OF SUPPORT: OVERVIEW AND PURPOSE

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

1. **Universal Screening:** a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short- or long-term outcomes

2. Multi-Level Prevention System: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need
3. Ongoing Progress Monitoring: the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall
4. Data-Based Decision Making: the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.

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

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

MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

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

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

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

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) AT ROCKETSHIP

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

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

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

- **Tier I - Primary Level of Supports for All Students:** All Rocketship students participate in and benefit from the instruction and support that takes place at the Tier 1 level. Examples of academic supports that take place at the Tier 1 level include homogenous guided reading groups in the ELA classroom, CCSS-aligned units in the math classroom, and adaptive online learning programs in the learning lab. Examples of behavioral and social-emotional supports that occur at the Tier 1 level include school wide positively stated behavior expectations, access to a school wide incentive system, and social-emotional curriculum that are implemented as a component of our Positive Behavior Interventions and Supports (PBIS) model.
- **Tier II - Supplemental, Small Group Supports:** Even in the best of instructional models, some students will require additional supports in order to reach grade level proficiency. At Rocketship, we have a number of evidence-based interventions that are delivered in a small group setting to students at the Tier II level, including but not limited to small group literacy intervention in the learning lab as well as small group behavior interventions such as small group counseling, Check-in/Check-out and social skills groups.
- **Tier III - Intensive, Individualized Supports:** Students who don't respond favorably to supports at the Tier I and Tier II levels may be referred for a more intensive level of intervention. Intervention at the Tier III level is more intensive, targeted and individualized. At Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, a Lindamood Bell

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

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

- Academic Interventions: Fountas & Pinnell Leveled Literacy Intervention System (LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), HELPS fluency routines, Seeing Stars and On Cloud 9 (Lindamood Bell), Sound Partners.
- Behavioral/Social-Emotional Interventions: Check-in/Check-out (CICO), social skills, groups, individual counseling, functional behavior assessments and behavior intervention plans.

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

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

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

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

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

ACADEMICALLY HIGH-ACHIEVING STUDENTS

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

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

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

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

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

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

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

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

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

SPECIAL EDUCATION SERVICES

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

OVERVIEW

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

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

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

As an LEA, Rocketship Los Suenos will be solely responsible and liable, the same as a school district, for providing special education and related services to its students. As an LEA pursuant to

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

Rocketship Los Suenos 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 RLS. Disability or non-disability status is not a factor for enrollment or admission. Admission is based solely on capacity at the school.

INTEGRATED SPECIAL EDUCATION

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

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

Differentiation within the General Education Program. At Rocketship, students with disabilities are educated in the general education environment, alongside their typically developing peers, to the greatest extent possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and 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 growth in each grade.

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

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

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

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

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

Transportation. Rocketship will provide transportation to any student if required by a written

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

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

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

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

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

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

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

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

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

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

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

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

ASSESSMENT AND REVIEW

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

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students.⁵ 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. The team may also meet in other circumstances, including:

⁵ 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.

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

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

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

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

IEP DEVELOPMENT

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

Rocketship follows all applicable federal and state laws governing the IEP process and procedural safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado County Charter SELPA, all of the current Rocketship

schools use the SEIS electronic IEP form for documenting this process. The IEP will include a child's present level of academic performance, annual progress goals and the way that they will be measured, dates, frequency and duration of services to be provided, and the degree of inclusion for this student in the general education classroom. Our current forms are all on SEIS.

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

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

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

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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

If transferring from another school within a different SELPA, Rocketship, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Rocketship shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

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

CONSIDERATIONS FOR ENGLISH LEARNER STUDENTS

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

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

STAFFING

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

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

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

The Education Specialist is responsible for managing the IEP caseload for Rocketship students who need ISE/SPED services as outlined in their IEPs. This role improves students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship-approved curriculum; documenting teaching and student progress/activities/outcomes; modeling the

necessary skills to perform assignments; providing a safe and optimal learning environment; and providing feedback to students, classroom teachers, parents and administration regarding student- progress, expectations, goals, etc.

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

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

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

PARENT INVOLVEMENT

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

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

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

Rocketship is committed to having all documents provided in the primary language of the parents/guardians in a timely manner. All meeting notices, IEPs, assessment reports, progress updates, are translated if requested by the parents. This includes verbal and written translations.

Dispute Resolution. Our SELPA offers mediation as an Alternative Dispute Resolution method. In

the event that an issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningfully settle issues. Parents have a right to file a complaint with Rocketship or the California Department of Education.

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

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

SECTION 504 PLANS

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

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

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

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

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If

during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

ENGLISH LEARNERS

Many Rocketship students are English learners.⁶ As such, our instructional model is targeted toward ensuring that all of our students become Lifelong Language Learners who have reached full proficiency in the English language. Rocketship will follow all applicable laws and regulations in serving its ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Rocketship provides access to grade-level core curriculum for all ELs.

IDENTIFICATION AND ASSESSMENT

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

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the ELPAC once each year to ELs until they are

⁶ Legal guidelines clarify that an English learner is a TK-12 student who, based on the ELPAC, has not developed listening, speaking, reading, and writing proficiency in English sufficient for participation in the regular school program.

Reclassified Fluent English Proficient (RFEP), unless a student is classified as Initial Fluent English Proficient (IFEP) upon the initial ELPAC administration.⁷ For more details on these classifications, please see below. ELPAC scores will be placed in the student's cumulative file.

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

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

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

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

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

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

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

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,

⁷ The 30-day requirement applies to students who are entering a public school in California for the first time or who have not yet been ELPAC-tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

writing sample) and student test scores as evidence of progress. After the conference, findings are documented in the master spreadsheet.

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

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

ENGLISH LANGUAGE INSTRUCTION

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

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

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

- Part I: We focus on meaningful interaction with the English language, both orally and in written texts, via three modes of communication- collaborative, interpretive, and productive. We will teach students how to use comprehension strategies and analytical skills to understand the meaning of various texts. We will also teach students how to analyze and evaluate the way writers and speakers utilize language to effectively convey meaning.
- Part II: We focus on learning how English works to make meaning via three broad language processes - structuring cohesive texts, expanding and enriching ideas, and connecting/condensing ideas. We will teach students how to organize text as they read so they can better grasp the structure. We will also teach students how to adjust their own language choices as they speak and write. We expect students to apply their growing knowledge of language resources to create and comprehend precise and detailed texts that accurately convey meaning.
- Part III: We provide foundational skills for ELs. We will differentiate instruction based on a variety of factors including age, similarities between the student's primary language and

English, and oral language proficiency in English. We will teach students the meaning of words that the students are learning to decode to emphasize the importance of meaning-making.

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

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

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

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

- **Emerging:** Students are learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students are increasing English knowledge, skills, and abilities in more contexts. Students are learning to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to age and grade level.
- **Bridging:** Students are continuing to learn and apply a range of advanced English knowledge, skills and abilities in a wide range of contexts including comprehension and production of highly complex texts. The "bridge" is the transition to full engagement in grade level academic tasks and activities without specialized instructional support.

Importantly, students will never be removed from other core content instruction to receive designated ELD instruction and students will be grouped heterogeneously throughout the rest of the school day.

During designated ELD, there is a strong emphasis on oral language development as well as

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

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

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

Instructional Strategies. Rocketship teachers are trained in Project Guided Language Acquisition Design (GLAD), which includes a multi-day professional development workshop. GLAD 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 Designed Academic Instruction in English (SDAIE) strategies in their classrooms, which are meant to be beneficial for all students, not just English learners. These strategies may include:

- Vocabulary development: Teachers will introduce new vocabulary words while introducing a new concept.
- Guided interaction: Teachers will structure lessons so that students work together to understand what they are learning.
- Metacognition and authentic assessment: Teachers will model and explicitly teach thinking skills and use a variety of activities to check for understanding.
- Explicit instruction: Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension, text patterns, vocabulary, writing, and decoding skills needed to complete classroom activities.
- Meaning-based context and universal themes: Teachers will incorporate meaningful references from students' everyday lives and create classroom environments that provide authentic opportunities to learn the English language.

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

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

PARENT COMMUNICATION AND PARTICIPATION

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

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

PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

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

RECRUITMENT

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

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

Additionally, we are committed to building capacity from within. In recent years, we have increased our support for instructional hourly staff members who have potential and interest in moving into full-time teaching roles. We believe in providing opportunities for all staff to develop and advance. Furthermore, staff members in these positions have accumulated deep knowledge of

Rocketship culture and practices that can translate into success in the classroom. This source of teacher talent also brings great diversity to our staff body, as candidates are often from our local school communities.

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

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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

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

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

COACHING

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

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

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

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

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

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

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

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

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

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

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

TEACHER RETENTION AND COMPENSATION

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

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

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

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

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

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

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

Our Principals all spend approximately ten hours each month receiving professional development from Rocketship's centralized Schools Team. Our Assistant Principals receive approximately two

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

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

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

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

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

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

Governing Law: “The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” – Education Code Section 47605.6(b)(5)(B).

Governing Law: “The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent

with the way information is reported on a school accountability report card.” – Education Code Section 47605.6(b)(5)(C).

ELEMENT B: MEASURABLE OUTCOMES

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

State Priority 1 – Basic Services		
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
Subpriority A: Teachers		
Goals to Achieve Subpriority	Rocketship will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and credentialed.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. 100% of teachers are appropriately assigned. 2. 100% of teachers are appropriately credentialed. 	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.	RPS Human Resources (HR); Principal
Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.	Successful completion of a rigorous interview process that incorporates feedback from Rocketship’s Recruitment Team and multiple stakeholders including school leaders, other teachers, and parents.	RPS 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
<p>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.</p> <p>Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.</p>	<p>Annual review (and other periodic reviews as necessary) of standards-aligned materials by Rocketship's Achievement Team, Schools Team, and school leaders.</p> <p>Annual budget review and allocation.</p>	RPS Achievement Team, Schools Team, school leaders
Subpriority C: Facilities		
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by Education Code §17002.	
Measurable Outcomes	Exemplary rating according to Annual Facility Inspection Reports, with no deficiencies or extreme deficiencies.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Maintain and update facilities as needed to provide a safe, clean learning environment.	Annual Facility Inspection; daily spot checks; regular walkthroughs by custodial staff; facility inspection checklists prepared by Business Operations Manager	RPS Facilities Team; RPS Schools Team; Principal; Business Operations Manager
Address safety hazards immediately and refer general 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	RPS Facilities Team; RPS Schools Team; Principal; Business Operations Manager

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

Subpriority A: CCSS Implementation

Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that 100% of students, including 100% of students in all subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.	
Measurable Outcomes	<ol style="list-style-type: none"> 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
<p>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.</p> <p>Rocketship’s Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.</p>	<p>Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned.</p> <p>Professional development calendar reflecting specific CCSS-implementation sessions.</p>	RPS Achievement Team; RPS Schools Team; School Leaders

Subpriority B: EL Students and Academic Content Knowledge

Goals to Achieve Subpriority	100% of English learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English learner and other subgroups.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. Rocketship EL Students perform at levels of proficiency equal to or exceeding the local 	

	<p>school district on annual CAASPP tests.</p> <ol style="list-style-type: none"> 2. 100% of students, including 100% of all subgroups, have access to CCSS-aligned instruction and materials. 3. 100% of teachers receive professional development on scaffolding CCSS instruction for ELs. 4. 100% of teachers receive training in best practices to improve English language proficiency. 	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results; EL student cumulative folders	Principal; teachers
<p>Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups.</p> <p>Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.</p>	Professional development schedules.	RPS Achievement Team; School Leaders
<p>Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs.</p> <p>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.</p>	<p>Professional development schedules.</p> <p>Annual inventory of instructional materials and assessments.</p>	RPS Achievement and Schools Teams; School Leaders
Subpriority C: EL Students and English Language Proficiency		
Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.	

Measurable Outcomes	English Learner Progress Indicator: above 75%	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	RPS Achievement Team; Principal; teachers
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	ELPAC results. Results from other interim assessments as described in this charter.	RPS Achievement Team; RPS Analytics Team; School Leaders; teachers
Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted interventions.	Professional development schedules	RPS Achievement Team; School Leaders

State Priority 3 – Parental Involvement	
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A: Achieving/Maintaining Parental Involvement	
Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.
Measurable Outcomes	<ol style="list-style-type: none"> 1. Parent service on the regional advisory board, as prescribed by this charter and Rocketship policies. 2. Parent service on the School Site Council, as prescribed by this charter and Rocketship policies. 3. Parent service on the English Learner Advisory Council, as prescribed by this charter and Rocketship policies. 4. Parent participation in community meetings. 5. Parent responses on the annual Parent Survey

	indicate satisfaction with their relationship with Rocketship teachers, staff members, and community.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter.	Membership rosters.	RPS Board of Directors; RPS Growth & Community Engagement Team; RPS Schools Team School Leaders
Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings.	Parent Surveys. Meeting minutes. Attendance rosters at school events.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders
Subpriority B: Promote Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. Percentage of parents attending an average of at least one school event per month: maintain above 26% 2. Parent satisfaction: above 85% 3. Number of community meetings each year: at least 5 meetings 4. Number of parent conferences: at least 3 Note: In accordance with Ed Code 47605.6(b) and (n), parental involvement shall not be a requirement for acceptance to, or continued enrollment at, the Charter School.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings	Parent participation logs. Attendance roster at school events.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders
Provide translation services for school	Translated	School Leaders; Office

newsletters, parent meetings, and parent-teacher conferences as needed.	documents provided to parents.	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.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders

State Priority 4 – Student Achievement	
Pupil achievement, as measured by all of the following, as applicable:	
A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment	
B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education	
C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)	
D. EL reclassification rate	
E. Percentage of pupils who have passed an AP exam with a score of 3 or higher	
F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
Subpriority A: CAASPP	
Goals to Achieve Subpriority	Rocketship students will exceed the average performance levels of students in schools with similar demographics in the local school district on state assessments.

Measurable Outcomes	CAASPP Proficiency Rates: <table border="1" data-bbox="631 268 1117 806"> <thead> <tr> <th></th> <th colspan="2">2019-20</th> </tr> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>CAASPP Overall</td> <td>45%</td> <td>50%</td> </tr> <tr> <td>CAASPP EL</td> <td>25%</td> <td>33%</td> </tr> <tr> <td>CAASPP SED</td> <td>45%</td> <td>50%</td> </tr> <tr> <td>CAASPP SPED</td> <td>>5%</td> <td>>5%</td> </tr> </tbody> </table>			2019-20			ELA	Math	CAASPP Overall	45%	50%	CAASPP EL	25%	33%	CAASPP SED	45%	50%	CAASPP SPED	>5%	>5%
	2019-20																			
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CAASPP SPED	>5%	>5%																		
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible																		
<p>Implementation of the CCSS aligned curriculum and instructional strategies.</p> <p>Teachers will receive training on the CA Common Core Standards.</p> <p>Student support structures (differentiated instruction, online learning programs, ILSs) Curriculum designed to support ELs and other struggling subgroups.</p> <p>Implementation of assessment software that mimics the online testing format and rigor of the CAASPP.</p> <p>ISE services as described in this Charter.</p>	<p>Review of yearly, unit, and daily planning and preparation materials.</p> <p>Review of assessment materials.</p> <p>Professional development schedules.</p> <p>Collaborative meetings among school leaders, teachers, and other service providers (i.e. ILSs, Education Specialist)</p>	<p>RPS Achievement Team; RPS Schools Team; School Leader; Education Specialist</p>																		
<p>Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in</p>	<p>Interim standards-aligned benchmark assessments.</p> <p>CAASPP results.</p>	<p>RPS Achievement Team; RPS Schools Team; RPS Analytics Team; School</p>																		

ELA/Literacy and Mathematics.		Leaders
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Subpriority C: EL Proficiency Rates

Goals to Achieve Subpriority	EL students will make progress toward EL proficiency each year.	
Measurable Outcomes	English Learner Progress Indicator: above 75%	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
<p>Monitor EL students to assure they are making expected progress.</p> <p>Use the new CCSS ELD standards to guide instruction of EL students.</p> <p>Train teachers in SDAIE and GLAD strategies.</p>	<p>Reading, Writing, and Math formative assessments, ELPAC scores. Student progress reports.</p> <p>Review of yearly, unit, and daily lesson plans.</p>	RPS Achievement Team; School Leaders; teachers

Subpriority D: EL Reclassification Rates

Goals to Achieve Subpriority	RLS EL students will become proficient in English and reclassified such that they are no longer designated as English learners.	
Measurable Outcomes	Reclassification rate: >10 %	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
<p>Classroom teachers and ILSs provide scaffolded supports to EL students to help them to become proficient in English and to become reclassified.</p> <p>Students continue to be</p>	<p>Reclassification statistics. Formative assessments in reading, writing, math.</p> <p>ELPAC</p>	RPS Achievement Team; School Leaders; teachers

<p>monitored classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support.</p> <p>Train teachers in SDAIE and GLAD strategies.</p>		
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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	RLS will maintain a high average daily attendance rate, school wide and for all subgroups.	
Measurable Outcomes	ADA rates are above 95%, school-wide and for all subgroups.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Monitor attendance reports. Educate parents and students about the importance of daily attendance.	Monthly attendance reports. Parent outreach materials.	RPS Operations Team; School Leaders; Business Operations Manager; Office Manager
Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	Satisfaction surveys. Community meetings.	RPS Schools Team; School Leaders
Hold conferences with parents of	Parent conference	Principal; teachers

students who regularly miss school.	records	
Subpriority B: Student Absenteeism		
Goals to Achieve Subpriority	RLS will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.	
Measurable Outcomes	Student chronic absenteeism < 10.0%	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.	Review of instructional plans and materials. Bell schedules.	RPS Schools Team; School Leaders; Teachers

State Priority 6 – School Climate School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness		
Subpriority A: Pupil Suspension Rates		
Goals to Achieve Subpriority	RLS 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 1%, school-wide and for all subgroups.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter.	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving	RPS Schools Team; School Leaders; Teachers

<p>Social-emotional curriculum incorporated into instructional plans.</p> <p>Tiered interventions for struggling students.</p> <p>Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school</p>	<p>teachers, school leaders, and service providers.</p> <p>Annual School Accountability Report Card.</p>	
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Subpriority B: Pupil Expulsion Rates

Goals to Achieve Subpriority	RLS will minimize pupil expulsion by implementing various methods to support students who are struggling.	
Measurable Outcomes	RLS will maintain an annual expulsion rate of 0%, school-wide and for all subgroups.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
<p>Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter.</p> <p>Social-emotional curricula are incorporated into instructional plans.</p> <p>Tiered interventions for struggling students.</p> <p>Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school</p>	<p>PBIS team meetings.</p> <p>Instructional plans/bell schedule.</p> <p>Collaborative meetings involving teachers, school leaders, and service providers.</p> <p>Annual School Accountability Report Card.</p>	<p>RPS Schools Team; School Leaders; Teachers</p>

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	RLS will provide all students, including all subgroups, access to a broad course of study.	
Measurable Outcomes	<ol style="list-style-type: none"> 100% of students, including 100% of students in all subgroups, receive instruction in English, mathematics, social sciences, science, visual and performing arts, and health. 100% of students, including all subgroups, are provided PE classes 200 minutes every two weeks. 	
Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).	Bell schedule. Review of yearly, unit, and daily lesson plans.	RPS Schools Team; RPS Achievement Team; School Leaders
Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedules.	RPS Achievement Team; RPS Schools Team; School Leaders

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

Subpriority A: English

Goals to Achieve Subpriority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.	
Measurable Outcomes	CAASPP Proficiency Rates 2019-20 (from LCAP):	
	CAASPP Overall	45
	CAASPP EL	25

	<table border="1"> <tr> <td>CAASPP SED</td> <td>45</td> </tr> <tr> <td>CAASPP SPED</td> <td>>5</td> </tr> </table>	CAASPP SED	45	CAASPP SPED	>5					
CAASPP SED	45									
CAASPP SPED	>5									
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible								
<p>Use CCSS to guide ELA/Literacy instruction.</p> <p>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.</p> <p>Provide supports to EL students, students with disabilities, and other struggling subgroups.</p> <p>Systematically monitor progress of all students.</p>	<p>Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data.</p> <p>CAASPP and ELPAC.</p>	<p>RPS Schools Team; RPS Achievement Team; School Leaders; Teachers</p>								
Subpriority B: Mathematics										
Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.									
Measurable Outcomes	CAASPP Proficiency Rates 2019-20- (from LCAP): <table border="1"> <tr> <td>CAASPP Overall</td> <td>50</td> </tr> <tr> <td>CAASPP EL</td> <td>33</td> </tr> <tr> <td>CAASPP SED</td> <td>50</td> </tr> <tr> <td>CAASPP SPED</td> <td>>5</td> </tr> </table>		CAASPP Overall	50	CAASPP EL	33	CAASPP SED	50	CAASPP SPED	>5
CAASPP Overall	50									
CAASPP EL	33									
CAASPP SED	50									
CAASPP SPED	>5									
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible								

<p>Use CCSS to guide Mathematics instruction.</p> <p>Utilize a variety of instructional strategies as described in Element A of this petition.</p> <p>Provide supports to EL students, students with disabilities, and other struggling subgroups.</p> <p>Systematically monitor progress of all students.</p>	<p>Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data.</p> <p>CAASPP.</p>	<p>RPS Schools Team; RPS Achievement Team; School Leaders; Teachers</p>
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Subpriority C: Social Studies

<p>Goals to Achieve Subpriority</p>	<p>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.</p>	
<p>Measurable Outcomes</p>	<ol style="list-style-type: none"> 1. School provides standards-aligned instructional materials with focus on nonfiction and vocabulary study in social studies 2. School provides standards-aligned professional development with focus nonfiction and vocabulary study in social studies 3. 100% of full-time teachers have appropriate credentials 	
<p>Actions to Achieve Goal</p>	<p>Methods of Assessment</p>	<p>Person(s) Responsible</p>
<p>Social Studies will be incorporated into ELA/Literacy instruction.</p> <p>Nonfiction block will include social studies texts.</p> <p>EL students will receive scaffolded language support.</p> <p>Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.</p>	<p>Yearly, unit, and daily lesson plans.</p>	<p>RPS Achievement Team; School Leaders; teachers</p>

Subpriority D: Science		
Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. School provides standards-aligned instructional materials 2. School provides standards-aligned professional development 3. 100% of full-time teachers have appropriate credentials 	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
<p>NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block.</p> <p>NGSS-aligned science concepts will be incorporated into Mathematics instruction.</p> <p>NGSS-aligned science concepts will be explicitly taught throughout the school day.</p> <p>Teachers and school leaders will participate in NGSS trainings and workshops.</p> <p>Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented.</p> <p>EL students will receive scaffolded language support.</p> <p>Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.</p>	<p>Yearly, unit, and daily lesson plans.</p> <p>NGSS-aligned unit assessments.</p> <p>CST for Science for 5th grade students (as applicable under CAASPP testing requirements)</p>	<p>RPS Achievement Team; School Leaders; teachers</p>
Subpriority E: Arts		
Goals to Achieve Subpriority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both	

	in their regular classrooms and in enrichment classes.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive at least two enrichment courses during the week.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
<p>Offer at least two enrichment subjects to students.</p> <p>Enrichment teachers participate in professional development and school wide data analysis to ensure rigor and effectiveness.</p> <p>Incorporate visual and performing arts activities and projects into the school day.</p>	<p>Yearly, unit, and daily lesson plans.</p> <p>Bell schedule.</p>	RPS Achievement Team; School Leaders; teachers
Subpriority F: PE (Physical Education)		
Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.	
Measurable Outcomes	100% of students attending school, including all subgroups (with the exception of students excused for medical reasons) participates in an average of 200 minutes of PE every two weeks.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.	Bell schedule	RPS Schools Team; School Leaders

ELEMENT C: ASSESSMENT MEASURES

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

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

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

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

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

Summative assessments will take place in English/Language Arts and Mathematics at the end of the year in the form of Smarter Balanced tests. Additional summative assessments will include end-of-year leveled reading assessments, cumulative math assessments, and writing checklists, which can be compared to the baseline assessments from the beginning of the year. These will be year-end leveled reading assessments, cumulative math assessments, and writing checklists.

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

Rocketship's current assessments are as follows:

- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced assessments for English Language Arts and Mathematics each spring. Additionally, the California Science Test will be administered annually in the spring to students in grade five. These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state and federal measurements. The ELPAC will be administered to English Learners annually.
- Leveled Reading Assessments (baseline, formative, summative)—All students in grades TK-5 will be assessed regularly throughout the year using the STEP Literacy and Fontus and Pinnell Literacy assessment.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing

checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.

- Mathematics Assessments (formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Ongoing assessment will take the form of teacher observations, daily exit tickets, assignments, and performance-based assessments involving problem-solving. At the end of each unit, student understanding and mastery will be measured through network-created unit assessments. Additionally, students take a quarterly “cumulative” assessment created by the network. This assessment is aligned to CCSS and assesses all content taught up to that point in the year - allowing teachers to measure student retention of content past the unit cycle.
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to assure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using unit assessments from the science program we choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects. There will also be assessments at the end of transdisciplinary units such as project rubrics, written checklists, and/or performance tasks.
- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Emotional Learning Assessments (formative, summative)—Teachers will explore and develop tools, some of which will be aligned the RULER Approach and Kimochi curriculum, to identify and support students’ social-emotional growth.

USE AND REPORTING OF DATA

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

REPORTING TO PARENTS/GUARDIANS

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

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

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

ELEMENT D: LOCATION

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

RLS is located at 331 S. 34th Street in San Jose, California. We plan to remain located at this site through the term of this renewal.

ELEMENT E: GOVERNANCE STRUCTURE

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

- Education Code Section 47605.6(b)(5)(E)

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

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

GOVERNANCE STRUCTURE

BOARD OF DIRECTORS

Rocketship Education, d/b/a Rocketship Public Schools is a non-profit network of public elementary charter schools that has exclusive responsibility for charter schools in California and does not function as a Charter Management Organization.

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

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

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

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

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

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

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 (3) and up to twenty-five (25) members. Board members serve for staggered terms of two years. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. For bios of our current Board members, please see Appendix 10.

The Board will be comprised of the following individual officers:

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

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

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

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

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

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

BOARD DUTIES

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

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

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

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

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

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

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

BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act, and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be manned by a Rocketship staff member, is available within the jurisdictional boundaries of the District for every meeting. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location. Board teleconferencing locations are comfortably furnished, offices or school conference rooms that are wired and equipped with highly specialized two-way video communication technology. As a matter of practice, to date, Rocketship has held most of its Board meetings in San Jose, where 10 out of the 13 Rocketship-operated charter schools in operation are located. Going forward, in accordance with Education Code 47604.1, Rocketship shall hold its Board meetings within the physical boundaries of the county in which the greatest number of Rocketship pupils reside. At the time of this writing, that county is Santa Clara County. However, members of the Board and the public may choose to participate at any one of

the other four (4) meeting sites located in the following authorizing districts: Franklin-McKinley School District, Antioch Unified School District, Redwood City Unified School District, and Mt. Diablo Unified School District (State Board of Education). In accordance with Education Code 47604.1, Rocketship shall also establish a two-way teleconference location at each school site.

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

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

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

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

REGIONAL ADVISORY BOARDS

Rocketship is governed by a single Board of Directors, and we believe it is critical that strong local partnerships inform our growth and maximize our impact in each of the communities we serve. To achieve this goal, the Board of Directors will put in place an advisory board consisting of a diverse group of parents, teachers, and civic and business leaders committed to closing the achievement gap.

The Regional Advisory Board will consist of three (3) to twelve (12) members. At all times, at least 50% of the membership of the Board will be populated by parents of current Rocketship students. In regions with fewer than six (6) schools, each school will have one representative, elected from the school's School Site Council or equivalent body. The remainder of the Advisory Board may be made up of local civic and business leaders appointed by Rocketship Regional Director.

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's Senior Leadership Team and Regional Director; provide meaningful input to the Board of Directors on topics such as plans and strategies for parent engagement, model and operational 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.

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, our teachers and school leaders conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

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

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

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

SCHOOL SITE COUNCIL

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

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

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

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

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

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

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

ENGLISH LEARNER ADVISORY COMMITTEE

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

Schools may designate, for this purpose, an existing school level advisory committee (e.g. SSC), or subcommittee of such an advisory committee, if the advisory committee, or subcommittee where appropriate, meets the criteria stated above. At Rocketship, we try to have our SSC and ELAC overlap to the extent desired by the school and possible under the law.

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

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

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

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

DETERMINING SUCCESS OF PARENT INVOLVEMENT

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

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

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

Rocketship recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

All Rocketship teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document 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. Rocketship teachers will be in compliance with AB 1505.

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

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

PRINCIPAL

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

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

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

Responsibilities:

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

Qualifications:

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

- BA from accredited university

ASSISTANT PRINCIPAL

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

Responsibilities:

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

Qualifications:

- Have achieved made significant gains with their students for at least the past year or years;
- Espouse RLS's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;

- Demonstrated the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Assistant Principal to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Ability to be a strong team player, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.
- 2+ years' experience teaching in an urban city classroom
- Strong time management and organizational skills
- Result-oriented and data-driven
- Relentless pursuit of high expectations
- Ability to inspire and motivate others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Ability to develop others
- Passion for urban children and their families
- Strategic planning and project management experience
- Strong verbal and written communication skills
- Deep knowledge of elementary literacy and/or math instruction
- Experience with or interest in the use of technology in promoting teacher development a plus
- Background check, TB test and fingerprinting
- BA from accredited university

CORE CLASSROOM TEACHERS

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

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

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

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

Responsibilities

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

Qualifications:

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

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

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

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

EDUCATION SPECIALIST

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

Responsibilities

- Ensure that all students realize the academic goals outlined both within their IEPs and by Rocketship and realize at least one year's worth of progress
- Collaborate with school personnel, parents, and other service providers for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum
- Coordinate referral and assessment procedures and facilitate the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational therapy, etc.)
- Evaluate students' abilities in basic academics for the purpose of development of remediation plans and/or assessing student progress
- Provide one-to-one or small group instruction, direct services and push in or pull out intervention as required by IEP
- Provide accommodations and/or modifications to learners with disabilities for assignments and testing as determined by the IEP team
- Draft and write professional and compliant IEPs, as well as finalize the data in SEIS
- Instruct students for the purpose of improving their success in assigned basic academic

- subject areas of reading, writing and/or math
- Manage student behavior for the purpose of providing a safe and optimal learning environment, develops behavior support plans as needed
- Participates in various meetings (IEP, parent conferences, in service training, staff meetings etc.)
- Provide leadership for ensuring full compliance with legal requirements as prescribed by federal law under the IDEA and the Education Code
- Collaborate with parents as educational partners and provide ability awareness as needed

Qualifications

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

INDIVIDUALIZED LEARNING SPECIALISTS

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

Responsibilities

- Motivate students to participate in learning activities; create a positive student culture around online learning and small group tutoring; maintain high behavioral expectations for all students
- Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations
- Actively "coach" students on all computer programs and ensure that the educational software used in the lab effectively meets the needs of students; perform targeted individual interventions and assist struggling students on computer programs
- Tutor small groups of students on literacy and/or math skills; use Rocketship adopted curricula to deliver lessons which align to students' goals
- Each ILS works directly with students in group, and individual settings to execute highly

- structured programs or instructional review
- Interpret and manage online student data generated by multiple educational software programs; monitor student progress using Rocketship's data management platform and promote individual and group progress within the curricula
- Communicate and collaborate with the teachers at their grade level, and school administrators; participate actively in staff development opportunities as a member of the Rocketship team
- Maintain computer equipment and accessories

Qualifications

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

PARAPROFESSIONAL

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

Responsibilities

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

Qualifications

- A team player who is detail-oriented, resourceful and able to manage his/her responsibility with confidence and discretion
- Interpersonal skills using tact, patience and courtesy
- Willingness to implement positive behavior support plans
- Passion for working with young children
- Experience working with young children in a school setting
- Experience working with students with disabilities (desired)

- Background check, TB test and fingerprinting required
- Copy of High School Diploma or equivalent
- Provide ONE of the following: transcripts showing at least 2 years of college coursework (48 units) or issuance of an Associate's or Bachelor's degree; copy of Associate's or Bachelor's Degree; copy of Passing Score Report for Rocketship's approved paraprofessional assessment

OCCUPATIONAL THERAPIST

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

Responsibilities:

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

Qualifications:

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

SCHOOL PSYCHOLOGIST

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

Responsibilities:

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

Qualifications:

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

SPEECH-LANGUAGE PATHOLOGIST

The Speech-Language Pathologist will work with elementary school students in screening,

evaluating, diagnosing, and treating disorders of communication. This is a school-based position.

Responsibilities:

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

Qualifications

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

OFFICE MANAGER

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

Responsibilities:

- Recording attendance
- Primary responsibility for input of Free and Reduced Lunch information into the student database
- Managing the office
- Overseeing purchases of materials
- Doing day to day bookkeeping
- Managing the schedules of the Principal
- Serving as first point of contact for Parents contacting RLS.

Qualifications:

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

BUSINESS OPERATIONS MANAGER

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

Responsibilities

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

Qualifications

- Minimum 2 years of relevant experience, with school-based experience preferred

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

OPERATIONS TEAM MEMBER

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

Responsibilities

- Arrange setup and cleanup for food items, supplies, equipment, and food preparation and serving areas
- Maintain cafeteria records and reports as required for the purpose of meeting local, state, and federal guidelines
- Supervise and monitor students during assigned recess and lunch periods
- Implement all site playground rules and safety regulations
- Report any unsafe playground conditions, including equipment, to administrators immediately
- Ensure a safe and effective arrival/dismissal for all students before and after school hours
- Utilize appropriate disciplinary procedures and techniques in accordance with the school site discipline plan
- Attend staff meetings and in-service trainings as deemed necessary for the position

Qualifications

- Commitment to Rocketship’s mission, vision, and goals

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

ELEMENT F: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*

-Education Code Section 47605.6(b)(5)(G)

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

FINGERPRINTING/BACKGROUND CHECK

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

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

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

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

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

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

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

VISION/HEARING/SCOLIOSIS

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

COMPREHENSIVE SCHOOL SAFETY PLAN

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

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

BULLYING PREVENTION

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

NUTRITIONALLY ADEQUATE MEALS

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

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

BLOOD-BORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board has established a written

“Bloodborne Pathogens” policy designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

DRUG-FREE/SMOKE-FREE ENVIRONMENT

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

FACILITY

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

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

COMPREHENSIVE ANTI-DISCRIMINATION AND SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: "The means by which the charter 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. -- Education Code Section 47605.6(b)(5)(H)

As further described in Element H below, Rocketship shall not discriminate against any student on the basis of race, ethnicity, or any of the characteristics listed in Education Code Section 220, including immigration status. Furthermore, RLS shall strive to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District.

Specifically, the means by which Rocketship will strive to achieve a racial and ethnic balance that is reflective of the District's general population are described below. This list is not meant to be exhaustive. Any such strategies will comport with all federal and state laws and Rocketship policies prohibiting discrimination in admissions. In all instances, Rocketship shall comply with AB1505.

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

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

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605.6] subdivision (e)."

- Education Code Section 47605.6(b)(5)(M)

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

RLS shall be an open enrollment and tuition-free charter public school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into RLS. RLS 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.

Pursuant to Education Code 47605.6(e), Rocketship shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Pursuant to Education Code 47605.6(e)(4), Rocketship shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Rocketship shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. Rocketship shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code 47605.6(e)(2).

Pursuant to Education Code 47605.6(e)(2)(B)(iv), parental volunteer hours shall NOT be required as a condition for admission or continued enrollment.

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether more students have applied than the Charter School has capacity. RLS shall admit all students who wish to attend the Charter School subject only to capacity. In the event that capacity is exceeded, RLS will hold a public random drawing, further described below, to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed admission in the following school year.

Upon selection for admission pursuant to public random drawing, the registration process will include documentation such as the following:

Student enrollment form which contains student name, address, and other identifying and demographic information;
Proof of Immunization;
Home Language Survey;
Completion of Emergency Medical Information Form;
Proof of minimum age requirements.

LOTTERY POLICIES AND PROCEDURES

As described above, RLS will implement a public random drawing in the event that applications for enrollment exceed capacity. In accordance with Education Code Section 47605(d)(2)(B), enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

1. Siblings of students currently admitted to or currently attending RLS
2. Children of staff, teachers, and founders of RLS (not to exceed 10% of total enrollment)
3. Residents of Santa Clara County
4. Other California residents

Pursuant to Education Code 47605.6(e)(2), preferences shall be consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

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

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than students interested in attending. All lotteries shall take place on the same day.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to Rocketship after the open application period and will be placed on the waitlist if all seats are full in a particular grade level.

In no circumstance will a wait list carry over to the following school year. Rocketship will notify all waitlist families when the next year's application becomes available. Students who remain on the waitlist at the end of a given school year will have to submit a new application for the next school year.

ELEMENT I: FINANCIAL AUDIT

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

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

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

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

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

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

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

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

- (i) *For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- (ii) *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) *Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." -- Education Code Section 47605.6(b)(5)(J)*

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

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

special procedures for the consideration of suspension and expulsion of students with disabilities. This policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

A student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Rocketship will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Note that no student shall be involuntarily removed by a Rocketship school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and the right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsions as enumerated below.

Grounds for Suspension and Expulsion

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

Discretionary Suspension or Expellable Offenses

A student may be suspended or expelled for any of the following acts when it is determined that the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or blade unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
16. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.

17. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.
19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.
20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
 - A) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- B) “Electronics Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- C) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Non-Discretionary Suspension and Expellable Offenses

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

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

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

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

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

Suspension Procedures

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

Suspensions at Rocketship will adhere to the following procedures:

Conference. When feasible, suspension may be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference due to an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

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

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

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

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

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

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

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

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

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

Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. As required by Education Code Section

47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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

Expulsion Procedures

Hearing: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 20 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

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

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

- The written notice shall be in the native language of the pupil or the pupil's parent or guardian, and shall inform him or her of the right to initiate the procedures specified above, before the effective date of the involuntary removal.
- The student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspension.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.
- notice of the right to appeal and the process
- information regarding rehabilitation and readmission
- information regarding alternative education.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 calendar days of receipt of the appeal. Any decision made on appeal shall be final.

Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for

readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSED's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSED's capacity at the time the student seeks admission.

Notice to Teachers

Rocketship shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior

that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

The conduct will be considered a manifestation of the child's disability if it is determined that (a) the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (b) the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. . Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative

educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEMS

Governing Law: “The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” -- Education Code Section 47605.6(b)(5)(K)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from Rocketship. All eligible employees shall also participate in the State Teachers’ Retirement System (“STRS”), and all other employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board of Directors.

The Director of Human Resources shall be responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: “The public school attendance alternatives for pupils residing within the county who choose not to attend charter schools.” -- Code Section 47605.6(b)(5)(N)

No student may be required to attend RLS. Students who reside within Santa Clara County may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing County enrollment and transfer policies.

Parents and guardians of each student enrolled in RLS 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: EMPLOYEE RETURN RIGHTS

Governing Law: “The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”-- Education Code Section 47605.6(b)(5)(O)

No employee of SCCOE shall be required to work at RLS. Employees of the County Superintendent who choose to leave their employment to work at RLS will have no automatic rights of return to the County after employment by Rocketship unless specifically granted by the

County through a leave of absence or other agreement. Rocketship employees shall have any right upon leaving the County to work at RLS that the County Superintendent may specify, any rights of return to employment in a school district after employment at Rocketship that the County Superintendent may specify, and any other rights upon leaving employment to work at Rocketship that the County Superintendent determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the school district or any school district will not be transferred to Rocketship Public Schools. Employment by Rocketship Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of RLS.

ELEMENT N: DISPUTE RESOLUTION PROCESS

Governing Law: "The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."

-Education Code Section 47605.6(b)(5)(L)

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 RLS to meet the requirements of Education Code Section 47605.6(b)(5)(L) with the understanding that RLS may present revisions for SCCOE consideration and approval either as part of the MOU or as a revision to this charter.

The staff and governing board members of Rocketship and SCCOE agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless otherwise required by law.

INTERNAL DISPUTES

All internal Rocketship disputes will be handled internally and will be governed by Rocketship's adopted policies. Rocketship maintains a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at Rocketship shall be provided with a copy of the School's policies and internal dispute resolution process. SCCOE will promptly refer all disputes not related to a possible violation of the charter or law to Rocketship.

DISPUTES BETWEEN THE CHARTER SCHOOL AND SCCOE

In the event of a dispute between the Charter School and the authorizer, the staff and Board members of Rocketship and the authorizer agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the County and the Principal of the Charter School or designees. In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, the

Charter School requests that this be specifically noted in the written dispute statement, but is aware that the authorizer is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the authorizer to revoke the charter in accordance with the procedures detailed in Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent shall informally meet and confer in a timely fashion (no later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent of the County and the Principal(s) of the Charter School or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal or designees shall jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees. Mediation shall be held within 30 school days of the joint meeting. All dates or procedures within this section can be amended by written mutual agreement or necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

ELEMENT O: CLOSURE PROCEDURES

*Governing Law: "The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records."
--Education Code Section 47605.6(b)(5)(P)*

The following procedures shall apply in the event RLS closes. The following procedures apply regardless of the reason for closure.

Closure of RLS shall be documented by official action of the Rocketship Board of Directors. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of RLS, the District, RLS's SELPA, the retirement systems in which RLS employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of RLS 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 RLS.

The Charter School will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which it will provide to the entity responsible for closure-related activities. As applicable, the Charter School will provide parents, students, and SCCOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. As allowable by SCCOE, RLS shall transfer all appropriate student records to SCCOE and shall otherwise assist students in transferring to their next school. If SCCOE will not or cannot store student records, RLS will discuss an alternative arrangement with SCCOE and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as is reasonably practical, Rocketship shall prepare final financial records. Rocketship shall also have a State Controller-approved firm complete an independent audit within six months after closure. Rocketship shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by Rocketship and shall be provided to SCCOE promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Rocketship.

Rocketship will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of RLS, all net assets of RLS, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Rocketship Education and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any SCCOE property will be promptly returned upon RLS closure to SCCOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, RLS shall remain responsible for satisfaction of all liabilities arising from the operation of RLS. RLS will utilize reserve funds to undertake any expenses associated with the closure

procedures identified above.

As RLS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

BUSINESS OPERATIONS

Governing Law: “The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” -- Education Code Section 47605.6(h)

BUDGETS AND CASH FLOW

Attached, as Appendix 1, please find the following documents:

- A projected multi-year budget;
- Cash flow and financial projections;
- A narrative describing the above.

These documents are based upon the best data available to the Petitioners at this time. The Alum Rock Union School District will owe in-lieu property tax payments to the Charter School pursuant to Education Code 47635, which provides, in relevant part:

- 1) 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.
 - a) 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:
 - i) Six percent in August.
 - ii) Twelve percent in September.
 - iii) Eight percent each month in October, November, December, January, and February.
 - iv) 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.

- v) 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).
- vi) 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.
- vii) 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 the District as required by Education Code 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the District 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 SCCOE:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to SCCOE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
- All attendance reports: 20 day, P-1, P-2 and annual.
- All additional reporting as agreed to, in writing, as part of an MOU between SCCOE and Rocketship.

INSURANCE

Rocketship shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. SCCOE shall be named as an additional insured on all policies of the Charter School.

ADMINISTRATIVE SERVICES

Governing Law: "The manner in which administrative services of the charter school are to be provided." -- Education Code Section 47605.6(h)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Public Schools as the predominate provider of administrative services. We do not anticipate purchasing any services from SCCOE, but we will fairly evaluate any offer of services from SCCOE against any other offers for similar services from third party providers. Administrative services which we have experienced to be required for Rocketship include but are not limited to the following:

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting

- Creation of the student management system used to keep student’s daily, periodic, and annual academic results
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

The Rocketship teams responsible for the above services will be staffed by industry experts who have experience providing services to existing Rocketship schools.

Selection of contractors includes a rigorous screening process. In the case where a contractor is paid for by federal funds, we follow all necessary federal compliance guidelines.

FACILITIES

Governing Law: “The governing board shall require that the petitioner or petitioners provide information regarding...the facilities to be used by the charter school.” -- Education Code Section 47605.6(h).

RLS is currently located at 331 S. 34th Street, San Jose, CA 95116. The Charter School intends to remain located at this site throughout the duration of this charter.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: “Potential civil liability effects, if any, upon the charter school and upon the school district.” -- Education Code Section 47605.6(h).

Rocketship Los Suenos is operated by Rocketship Public Schools, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of public charter schools for educational services in accordance with the Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Rocketship Public Schools Articles of Incorporation and Bylaws are attached as Appendix 10. Rocketship shall work diligently to assist SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure SCCOE shall not be liable for the operation of RLS.

Further, Rocketship and SCCOE shall enter into a memorandum of understanding or contract which shall provide for indemnification of SCCOE by Rocketship. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and

type of program. SCCOE shall be named an additional insured on the general liability insurance of RMS.

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

Rocketship Public Schools and the Rocketship Public Schools Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with SCCOE to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with SCCOE to answer any concerns over this document and to present SCCOE with the strongest possible proposal for renewal of a charter for a five-year term to begin July 1, 2020. In order to comply with rigorous SCCOE charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 1, are not intended to be incorporated by reference into the petition, but are provided to ensure that SCCOE has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter. Appendix 1 is fully incorporated into this Petition.

Should this petition be granted, the Petitioners will submit a notice of approval and any other required documents to the California Department of Education.

Rocketship Los Suenos		Year of School Operation				
		2019-20	2020-21	2021-22	2022-23	2023-24
ENROLLMENT AND ATTENDANCE ASSUMPTIONS						
Enrollment						
TK		25	25	24	24	23
Kindergarten		77	84	84	84	84
1st Grade		77	85	90	90	90
2nd Grade		88	84	90	90	90
3rd Grade		68	84	80	80	80
4th Grade		82	63	77	77	77
5th Grade		38	30	26	27	32
Total Enrollment		455	455	471	472	476
Average Daily Attendance (%) - TK - 5th		95%	95%	95%	95%	95%
Average Daily Attendance (Total)		432	432	448	448	452
Free and Reduced Meals Students (%)		85.70%	85.70%	85.70%	85.70%	85.70%
Free and Reduced Meals Students (Enrollment)		390	390	404	404	408
Free and Reduced Meals Students (ADA)		370	370	384	384	387
English Language Learners (%)		44.90%	44.9%	44.9%	44.9%	44.9%
English Language Learners (Enrollment)		204	204	212	212	214
English Language Learners (ADA)		194	194	201	201	203
Number of School Days		180	180	180	180	180
REVENUE ASSUMPTIONS						
State Funding						
General Purpose Block Grant		\$11,177	\$11,537	\$11,844	\$11,844	\$11,844
In Lieu of Property Tax		1.00%	1.00%	1.00%	1.00%	1.00%
Prop30 EPA		14.00%	14.00%	14.00%	14.00%	14.00%
Mandate Block Grant		\$16	\$16	\$16	\$16	\$16
Lottery - Unrestricted		\$140	\$140	\$140	\$140	\$140
Lottery - Restricted for Instructional Materials		\$41	\$41	\$41	\$41	\$41
State Lunch Reim 70%		\$0.53	\$0.53	\$0.53	\$0.53	\$0.53
After School Education and Safety Program Gra		\$112,500	\$112,500	\$112,500	\$112,500	\$112,500
SB740 Facilities Subsidy (ADA)		\$1,147	\$1,147	\$1,147	\$1,147	\$1,147
SPED Revenue		\$745	\$745	\$745	\$745	\$745
Federal Funding						
Title I Compensatory Education		\$550	\$550	\$550	\$550	\$550
Title II		\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
Title III		\$120	\$120	\$120	\$120	\$120
IDEA		\$139	\$139	\$139	\$139	\$139
National School L 70%		\$2.7	\$2.7	\$2.7	\$2.7	\$2.7
National School L 100%		\$1.5	\$1.5	\$1.5	\$1.5	\$1.5
Fundraising / Other						
STAFFING & COMPENSATION ASSUMPTIONS						
School Staffing						
Teachers per Grade						
TK		1.00	1.00	1.00	1.00	1.00
K		2.50	2.50	3.00	3.00	3.00
1		2.50	2.50	3.00	3.00	3.00
2		3.00	3.00	3.00	3.00	3.00
3		3.00	3.00	3.00	3.00	3.00
4		2.00	3.00	3.00	3.00	3.00
5		2.00	1.00	1.00	1.00	1.00
ISE		3.00	3.00	3.00	3.00	3.00
Required Teachers		19.00	19.00	20.00	20.00	20.00
Certificated Administrator FTEs						
Principal		1.00	1.00	1.00	1.00	1.00
Assistant Principal		3.00	3.00	3.00	3.00	3.00
Total Certificated Administrator FTEs		4.00	4.00	4.00	4.00	4.00
Classified Staff FTEs						
Office Manager		1.00	1.00	1.00	1.00	1.00
BOM		1.00	1.00	1.00	1.00	1.00
Enrichment Staff Coordinator		3.00	3.00	3.00	3.00	3.00
Tutors/ILSs		2.00	2.00	2.00	2.00	2.00
Para-Professionals		3.00	3.00	3.00	3.00	3.00
Support Staff		5.00	5.00	5.00	5.00	5.00
Total Classified Staff FTEs		15.00	15.00	15.00	15.00	15.00
Total Certificated FTEs		23.00	23.00	24.00	24.00	24.00
Total Classified FTEs		15.00	15.00	15.00	15.00	15.00
Total FTEs		38.00	38.00	39.00	39.00	39.00
Salaries						
Principal		\$125,745	\$125,745	\$127,002	\$128,272	\$129,555
Assistant Principa		\$98,980	\$98,980	\$99,970	\$100,969	\$101,979
Teacher		\$69,975	\$69,975	\$70,675	\$71,381	\$72,095
ISE Teacher		\$69,975	\$69,975	\$70,675	\$71,381	\$72,095
Office Manager		\$66,155	\$66,155	\$66,817	\$67,485	\$68,160
BOM		\$83,325	\$83,325	\$84,158	\$85,000	\$85,850
Enrichment Staff		\$35,875	\$35,875	\$36,234	\$36,596	\$37,332
Tutors/ILSs		\$40,049	\$40,049	\$40,449	\$40,854	\$41,263

Para-Professional	\$40,079	\$40,079	\$40,480	\$40,885	\$41,293	\$41,706
Lunch Workers	\$31,680	\$31,680	\$31,680	\$31,997	\$32,317	\$32,640
COLA	Yes	0%	1%	1%	1%	1%
Benefits						
Health Benefits Cost Per Employee	\$7,200	\$7,300	\$7,400	\$7,500	\$7,500	\$7,500
Workers Compensation	1.80%	1.8%	1.8%	1.8%	1.8%	1.8%
Medicare	1.50%	1.5%	1.5%	1.5%	1.5%	1.5%
Social Security / FICS - Classified Staff	6.20%	6.2%	6.2%	6.2%	6.2%	6.2%
Retirement - Certificated Staff (STRS)	17.10%	19.10%	19.1%	19.1%	19.1%	19.1%
403(b) Match	1%	1.0%	1.0%	1.0%	1.0%	1.0%
PTO Payout - Teachers	100%	\$1,615	\$1,615	\$1,615	\$1,615	\$1,615
PTO Payout - ILSs	100%	\$842	\$842	\$842	\$842	\$842
STATEMENT OF ACTIVITIES						
		2019-20	2020-21	2021-22	2022-23	2023-24
State Revenue						
General Purpose Block Grant		4,106,617	4,236,951	4,505,965	4,510,049	4,547,736
In Lieu of Property Tax		48,313	49,846	53,011	53,059	53,503
Prop 30 EPA		676,384	697,851	742,159	742,832	749,039
Mandate Block Grant		6,916	6,913	7,161	7,168	7,228
Lottery		78,237	78,203	81,012	81,086	81,764
State Lunch Reimbursements		28,866	28,853	29,890	29,917	30,167
After School Education and Safety Program Grant		112,500	112,500	112,500	112,500	112,500
SB740 Facilities Subsidy		495,791	495,571	513,378	513,843	518,137
Common Core & Prop 39		-	-	-	-	-
SPED Revenue		322,026	321,883	333,449	333,751	336,540
Total State Revenue		5,875,650	6,028,570	6,378,526	6,384,205	6,436,613
Federal Revenue						
Title I		203,741	203,651	210,968	211,159	212,924
Title II		22,000	22,000	22,000	22,000	22,000
Title III		23,290	23,279	24,116	24,138	24,339
IDEA		59,075	60,083	60,056	62,214	62,270
National School Lunch Program		148,141	148,075	153,396	153,535	154,818
National School Lunch Program - Breakfast		117,486	117,433	121,653	121,763	122,781
Total Federal Revenue		573,732	574,521	592,189	594,809	599,132
Other Grants & Fundraising						
Other Fundraising and Donations		44,000	44,000	44,000	44,000	44,000
Total Grants and Fundraising		44,000	44,000	44,000	44,000	44,000
Other Revenue						
Local Food Service Revenue		12,000	12,000	12,000	12,000	12,000
Total Other Revenue		12,000	12,000	12,000	12,000	12,000
<i>Eligible Revenue for Management Fee</i>		<i>6,042,390</i>	<i>6,196,230</i>	<i>6,553,276</i>	<i>6,561,299</i>	<i>6,615,480</i>
Total Revenues		6,505,382	6,659,091	7,026,715	7,035,013	7,091,745
		14,298	14,642	14,914	14,918	14,914
Expenses						
Salaries						
Certificated Salaries						
Principal		125,745	127,002	128,272	129,555	130,851
Assistant Principal		296,940	299,909	302,908	305,938	308,997
Teachers		1,119,600	1,130,796	1,213,485	1,225,620	1,237,877
ISE Teachers		209,925	212,024	214,144	216,286	218,449
Other ISE Staff		125,500	125,500	125,500	125,500	125,500
Total Certificated Salaries		1,877,710	1,895,232	1,984,311	2,002,899	2,021,673
Classified Salaries						
Office Manager		66,155	66,817	67,485	68,160	68,841
BOM		83,325	84,158	85,000	85,850	86,708
Enrichment Staff Coordinator		107,625	108,701	109,788	110,886	111,995
Tutors/ILSs		80,098	80,899	81,708	82,525	83,350
Para-Professionals		120,237	121,439	122,654	123,880	125,119
Support Staff (Incl. Hourly Staff & Clerical)		158,400	158,400	159,984	161,584	163,200
Total Classified Salaries		615,840	620,414	626,619	632,885	639,214
Total Salaries		2,493,550	2,515,647	2,610,929	2,635,784	2,660,887
Benefits						
Health Benefits		273,600	277,400	288,600	292,500	292,500
Workers Compensation		44,884	45,282	46,997	47,444	47,896
OASDI/Med/Alt		75,585	76,200	78,014	78,776	79,545
Retirement - Certificated Staff (STRS)		321,088	361,989	379,003	382,554	386,140
403(b) Match		24,936	25,156	26,109	26,358	26,609
PTO Payout - Teachers		25,840	25,840	27,455	27,455	27,455
PTO Payout - ILSs		1,684	1,684	1,684	1,684	1,684
Total Benefits		767,617	813,552	847,863	856,770	861,828
Total Comp		3,261,167	3,329,198	3,458,792	3,492,554	3,522,715
Books & Supplies						
Curriculum		95,869	95,869	95,869	95,869	95,869
Instructional Supplies		83,872	83,872	83,872	83,872	83,872
Non-Instructional Supplies		37,518	37,518	37,518	37,518	37,518
Software Programs (Administrative & Assessment)		23,906	23,906	23,906	23,906	23,906
Student Computer Equipment		33,560	33,560	33,560	33,560	33,560
Other Non-Capitalized Equipment & Furniture		27,373	27,373	27,373	27,373	27,373
Total Books & Supplies		302,098	302,098	302,098	302,098	302,098
Food Service						
Student Food Services		306,492	306,361	316,938	317,215	319,765
Total Food Service		306,492	306,361	316,938	317,215	319,765

Other Operating Expenses					
Travel & Conferences	8,497	4,900	4,900	4,900	4,900
Dues & Memberships	11,528	3,984	4,098	4,101	4,129
Communications	27,042	24,484	24,598	24,601	24,629
Insurance	11,108	11,370	11,778	11,789	11,888
Utilities	63,670	65,500	65,500	65,500	65,500
Copier Leases	46,449	44,094	44,422	44,431	44,514
Facility Maintenance & Repairs	32,341	19,500	42,120	42,120	42,120
Facility Lease Expense	850,371	853,737	853,737	853,737	853,737
Total Other Operating Expenses	1,051,005	1,027,568	1,051,154	1,051,179	1,051,416
Professional Services					
Professional Development	93,694	93,694	93,694	93,694	93,694
SPED Consultants	59,245	59,245	59,245	59,245	59,245
Other Consultants	91,823	91,823	91,823	91,823	91,823
IT Support	22,115	22,115	22,115	22,115	22,115
Custodial Services	61,250	61,250	61,250	61,250	61,250
Health & Testing	3,873	3,873	3,873	3,873	3,873
After School Program	112,500	112,500	112,500	112,500	112,500
Substitutes	45,902	45,902	45,902	45,902	45,902
Field Trips	38,500	38,500	38,500	38,500	38,500
Other Services	27,017	27,017	27,017	27,017	27,017
Authorizer Oversight	48,313	49,846	53,011	53,059	53,503
SPED Admin Fee	12,881	12,875	13,338	13,350	13,462
Central Office Allocation Fee	891,760	891,760	891,760	891,760	891,760
Total Professional Services	1,508,872	1,510,400	1,514,028	1,514,088	1,514,643
Capital Outlay	26,868	45,675	45,675	45,675	45,675
Interest	-	-	-	-	-
TOTAL EXPENSES	6,456,502	6,521,300	6,688,684	6,722,808	6,756,311
INCREASE/DECREASE OF NET ASSETS	48,880	137,791	338,030	312,205	335,434

Unit		1000				
		2019-20	2020-21	2021-22	2022-23	2023-24
a	Enrollment & ADA					
	Projected Enrollment by Grade					
	Transitional Kindergarten	25	25	24	24	23
	Kindergarten	77	84	84	84	84
	1st Grade	77	85	90	90	90
	2nd Grade	88	84	90	90	90
	3rd Grade	68	84	80	80	80
	4th Grade	82	63	77	77	77
	5th Grade	38	30	26	27	32
	Total	455	455	471	472	476
	Average Daily Attendance					
	ADA %	95%	95%	95%	95%	95%
Total	432	432	448	448	452	

		2019-20	2020-21	2021-22	2022-23	2023-24
b	Summary of Revenue Programs (Thousands)	0	0	0	0	0
	State Revenue	\$5,876	\$6,029	\$6,379	\$6,384	\$6,437
	Federal Revenue	\$574	\$575	\$592	\$595	\$599
	Local Revenue	\$12	\$12	\$12	\$12	\$12
	Philanthropy	\$44	\$44	\$44	\$44	\$44
	Total Revenues	\$6,505	\$6,659	\$7,027	\$7,035	\$7,092
	State % of Revenues	90.3%	90.5%	90.8%	90.7%	90.8%
	Revenues per ADA	\$15,050	\$15,412	\$15,699	\$15,704	\$15,699

		2019-20	2020-21	2021-22	2022-23	2023-24
c	State Revenues (Thousands)	0	0	0	0	0
	LCFF - State Aide	\$4,107	\$4,237	\$4,506	\$4,510	\$4,548
	In Lieu of Property Tax	\$48	\$50	\$53	\$53	\$54
	Prop 30 EPA	\$676	\$698	\$742	\$743	\$749
	Mandate Block Grant	\$7	\$7	\$7	\$7	\$7
	California Lottery	\$78	\$78	\$81	\$81	\$82
	State Lunch Reimbursements	\$29	\$29	\$30	\$30	\$30
	After School Education and Safety Program	\$113	\$113	\$113	\$113	\$113
	SB740 Facilities Subsidy	\$496	\$496	\$513	\$514	\$518
	One-time Funding	-	-	-	-	-
	SPED State Revenue	\$322	\$322	\$333	\$334	\$337
	Total State Revenue	\$5,876	\$6,029	\$6,379	\$6,384	\$6,437

		2019-20	2020-21	2021-22	2022-23	2023-24
d	Federal Revenues (Thousands)	0	0	0	0	0
	Title I	\$204	\$204	\$211	\$211	\$213
	Title II	\$22	\$22	\$22	\$22	\$22
	Title III	\$23	\$23	\$24	\$24	\$24
	IDEA	\$59	\$60	\$60	\$62	\$62
	National School Lunch Program	\$266	\$266	\$275	\$275	\$278
	Total Federal Revenue	\$574	\$575	\$592	\$595	\$599

		2019-20	2020-21	2021-22	2022-23	2023-24
e	Summary of Projected Expenses (Thousands)					
	Certificated Salaries	\$1,878	\$1,895	\$1,984	\$2,003	\$2,022
	Classified Salaries	\$616	\$620	\$627	\$633	\$639
	Employee Benefits	\$768	\$814	\$848	\$857	\$862
	Total Compensation	\$3,261	\$3,329	\$3,459	\$3,493	\$3,523
	Books & Supplies	\$302	\$302	\$302	\$302	\$302
	Food Service	\$306	\$306	\$317	\$317	\$320
	Other Operating Expenses	\$1,051	\$1,028	\$1,051	\$1,051	\$1,051
	Professional Services	\$1,509	\$1,510	\$1,514	\$1,514	\$1,515
	Interest & Capital Outlay	\$27	\$46	\$46	\$46	\$46
Total Non-Comp	\$3,195	\$3,192	\$3,230	\$3,230	\$3,234	
Total Expenses	\$6,457	\$6,521	\$6,689	\$6,723	\$6,756	

% Compensation 51% 51% 52% 52% 52%

		2019-20	2020-21	2021-22	2022-23	2023-24
f	Instructional Staff Ratio	0	0	0	0	0
	Total Enrollment	455	455	471	472	476
	Teachers	16	16	17	17	17
	Tutors	2	2	2	2	2
	Special Education Teachers	3	3	3	3	3
	Para-Professionals	3	3	3	3	3
	Total Instructional Staff	24	24	25	25	25
Student : Instructional Staff Ratio	19	19	19	19	19	

		2019-20	2020-21	2021-22	2022-23	2023-24
g	Staffing Model	0	0	0	0	0
	Instructional Staff					
	Teachers					
	Transitional Kindergarten	1.0	1.0	1.0	1.0	1.0
	Kindergarten	2.5	2.5	3.0	3.0	3.0
	1st Grade	2.5	2.5	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	2.0	3.0	3.0	3.0	3.0
	5th Grade	2.0	1.0	1.0	1.0	1.0
	Special Education Specialists	3.0	3.0	3.0	3.0	3.0
	Total Teachers	19.0	19.0	20.0	20.0	20.0
	Tutors/Para-Professionals					
	Transitional Kindergarten	-	-	-	-	-
	Kindergarten	-	-	-	-	-
	1st Grade	0.5	0.5	0.5	0.5	0.5
	2nd Grade	0.5	0.5	0.5	0.5	0.5
	3rd Grade	0.5	0.5	0.5	0.5	0.5
	4th Grade	0.5	0.5	0.5	0.5	0.5
	5th Grade	-	-	-	-	-
	Para-Professional	3.0	3.0	3.0	3.0	3.0
	Total Tutors/Para-Professionals	5.0	5.0	5.0	5.0	5.0
	Total Instructional Staff	24.0	24.0	25.0	25.0	25.0
Non-Instructional Staff						
School Leaders						
Principal	1.0	1.0	1.0	1.0	1.0	

Assistant Principal	3.0	3.0	3.0	3.0	3.0
Total School Leaders	4.0	4.0	4.0	4.0	4.0
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)	5.4	5.4	5.5	5.5	5.6
Total Other Non-Instructional Staff	10.4	10.4	10.5	10.5	10.6
Total Non-Instructional Staff	14.4	14.4	14.5	14.5	14.6
Total Staffing	38.4	38.4	39.5	39.5	39.6

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	0	0	0	0
Average Budgeted Salary by Position					
Instructional Positions					
Teachers (incl. Special Ed Teachers)	\$69,975	\$70,675	\$71,381	\$72,095	\$72,816
Tutors/Para-Professionals	\$35,875	\$36,234	\$36,596	\$36,962	\$37,332
Non-Instructional Positions					
Principal	\$125,745	\$127,002	\$128,272	\$129,555	\$130,851
Assistant Principal	\$98,980	\$99,970	\$100,969	\$101,979	\$102,999
Office Manager	\$66,155	\$66,817	\$67,485	\$68,160	\$68,841
Business Operations Manager	\$83,325	\$84,158	\$85,000	\$85,850	\$86,708

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	0	0	0	0
Employee Benefits (Thousands)					
Medical / Dental / Vision	\$274	\$277	\$289	\$293	\$293
Workers Compensation	\$45	\$45	\$47	\$47	\$48
Social Security / FICS / Medicare	\$76	\$76	\$78	\$79	\$80
STRS Retirement	\$321	\$362	\$379	\$383	\$386
403(b) Match	\$25	\$25	\$26	\$26	\$27
PTO Payout	\$28	\$28	\$29	\$29	\$29
Total Benefits	\$768	\$814	\$848	\$857	\$862

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	0	0	0	0
Books & Supplies (Thousands)					
Curriculum	\$96	\$96	\$96	\$96	\$96
Instructional Supplies	\$84	\$84	\$84	\$84	\$84
Non-Instructional Supplies	\$38	\$38	\$38	\$38	\$38
Software Programs (Admin & Assessments)	\$24	\$24	\$24	\$24	\$24
Student Computer Equipment	\$34	\$34	\$34	\$34	\$34
Other Non-Cap. Equipment & Furniture	\$27	\$27	\$27	\$27	\$27
Total Books & Supplies	\$302	\$302	\$302	\$302	\$302
Food Service (Thousands)					
Student Food Services	\$306	\$306	\$317	\$317	\$320
Total Food Service	\$306	\$306	\$317	\$317	\$320

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	0	0	0	0
Other Operating Expenses (Thousands)					
Travel & Conferences	\$8	\$5	\$5	\$5	\$5
Dues & Memberships	\$12	\$4	\$4	\$4	\$4
Communications	\$27	\$24	\$25	\$25	\$25
Insurance	\$11	\$11	\$12	\$12	\$12
Utilities	\$64	\$66	\$66	\$66	\$66
Copier Leases	\$46	\$44	\$44	\$44	\$45
Facility Maintenance & Repairs	\$32	\$20	\$42	\$42	\$42
Facility Lease Expense	\$850	\$854	\$854	\$854	\$854
Total Other Operating Expenses	\$1,051	\$1,028	\$1,051	\$1,051	\$1,051

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	0	0	0	0
SB740 Impact (Thousands)					
SB740 Revenue	\$496	\$496	\$513	\$514	\$518
Lease Expense	\$850	\$854	\$854	\$854	\$854
SB740 Relief	58%	58%	60%	60%	61%
Net Lease Burden to School	\$355	\$358	\$340	\$340	\$336

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	0	0	0	0
Professional Services (Thousands)					
Professional Development	\$94	\$94	\$94	\$94	\$94
SPED Consultants	\$59	\$59	\$59	\$59	\$59
Other Consultants	\$92	\$92	\$92	\$92	\$92
IT Support	\$22	\$22	\$22	\$22	\$22
Custodial Services	\$61	\$61	\$61	\$61	\$61
Health & Testing	\$4	\$4	\$4	\$4	\$4
After School Program	\$113	\$113	\$113	\$113	\$113
Substitutes	\$46	\$46	\$46	\$46	\$46
Field Trips	\$39	\$39	\$39	\$39	\$39
Other Services	\$27	\$27	\$27	\$27	\$27
Authorizer Oversight	\$48	\$50	\$53	\$53	\$54
SPED Admin Fee	\$13	\$13	\$13	\$13	\$13
Central Office Allocation Fee	\$892	\$892	\$892	\$892	\$892
Total Professional Services	\$1,509	\$1,510	\$1,514	\$1,514	\$1,515

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	0	0	0	0
Statement of Activities (Thousands)					
Revenues					
State Revenue	\$5,876	\$6,029	\$6,379	\$6,384	\$6,437
Federal Revenue	\$574	\$575	\$592	\$595	\$599
Local Revenue	\$12	\$12	\$12	\$12	\$12
Grants & Fundraising	\$44	\$44	\$44	\$44	\$44
Total Revenues	\$6,505	\$6,659	\$7,027	\$7,035	\$7,092
Expenses					
Certificated Salaries	\$1,878	\$1,895	\$1,984	\$2,003	\$2,022
Classified Salaries	\$616	\$620	\$627	\$633	\$639
Employee Benefits	\$768	\$814	\$848	\$857	\$862
Books & Supplies	\$302	\$302	\$302	\$302	\$302
Food Service	\$306	\$306	\$317	\$317	\$320
Other Operating Expenses	\$1,051	\$1,028	\$1,051	\$1,051	\$1,051

	2018-19	2019-20	2020-21	2021-22	2022-23
	Year 5	Year 6	Year 7	Year 8	Year 9
Professional Services (Thousands)					
Professional Development	\$56	\$59	\$60	\$61	\$62
SPED Consultants	\$22	\$22	\$22	\$22	\$22
Other Consultants	\$20	\$20	\$20	\$20	\$20
IT Support	\$26	\$26	\$26	\$26	\$26
Custodial Services	\$63	\$64	\$65	\$65	\$65
Health & Testing	\$4	\$5	\$5	\$6	\$4
After School Program	\$120	\$120	\$120	\$120	\$120
Substitutes	\$24	\$24	\$24	\$24	\$24
Field Trips	\$39	\$39	\$39	\$39	\$39
Other Services	\$25	\$25	\$25	\$26	\$25
Authorizer Oversight	\$23	\$26	\$31	\$38	\$39
SPED Admin Fee	\$7	\$7	\$8	\$10	\$11
Central Office Allocation Fee	-	\$132	\$321	\$684	\$712
Total Professional Services	\$429	\$568	\$766	\$1,150	\$1,169

	2018-19	2019-20	2020-21	2021-22	2022-23
	Year 5	Year 6	Year 7	Year 8	Year 9
Statement of Activities (Thousands)					
Revenues					
State Revenue	\$2,659	\$2,805	\$3,488	\$4,944	\$5,135
Federal Revenue	\$268	\$291	\$346	\$425	\$443
Local Revenue	\$12	\$12	\$12	\$12	\$12
Grants & Fundraising	-	-	-	-	-
Total Revenues	\$2,940	\$3,108	\$3,846	\$5,381	\$5,590
Expenses					
Certificated Salaries	\$1,055	\$1,001	\$1,346	\$1,428	\$1,442
Classified Salaries	\$476	\$499	\$523	\$527	\$490
Employee Benefits	\$377	\$379	\$475	\$505	\$496
Books & Supplies	\$196	\$199	\$204	\$210	\$209
Food Service	\$181	\$197	\$235	\$287	\$293
Other Operating Expenses	\$195	\$258	\$263	\$931	\$931

Professional Services	\$1,509	\$1,510	\$1,514	\$1,514	\$1,515
Interest & Capital Outlay	\$27	\$46	\$46	\$46	\$46
Total Expenses	\$6,457	\$6,521	\$6,689	\$6,723	\$6,756
Increase/Decrease of Net Assets	\$49	\$138	\$338	\$312	\$335
Beginning Cash Balance	\$1,609	\$1,481	\$1,418	\$1,501	\$1,534
Ending Cash Balance	\$1,481	\$1,418	\$1,501	\$1,534	\$1,986
Reserve Balance (% of Expenditures)	22.9%	21.7%	22.4%	22.8%	29.4%

Professional Services	\$429	\$568	\$766	\$1,150	\$1,169
Interest & Capital Outlay	\$2	\$1	\$1	\$1	\$1
Total Expenses	\$2,911	\$3,103	\$3,813	\$5,039	\$5,031
Increase/Decrease of Net Assets	\$29	\$5	\$33	\$342	\$559
Beginning Balance	\$247	\$196	\$208	\$194	\$353
Ending Balance	\$196	\$208	\$194	\$353	\$783
Reserve Balance (% of Expenditures)	6.7%	6.7%	5.1%	7.0%	15.6%

Rocketship Linc Summit – Summary Cash Flow Projections												
2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,629,844	1,704,360	888,777	968,617	863,361	817,006	829,836	1,161,182	1,062,896	1,162,791	1,455,700	1,294,134
Total Receipts	221,612	226,458	599,560	420,464	528,755	420,864	422,685	422,685	819,819	420,864	599,560	599,560
Total Disbursements	(575,746)	(548,046)	(577,828)	(577,828)	(577,828)	(577,828)	(577,828)	(577,828)	(577,828)	(577,828)	(577,828)	(667,414)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(154,284)	(81,228)	71,792	(87,211)	85,682	71,762	232,364	(87,211)	89,865	291,969	(87,211)	(227,723)
Ending Cash Balance	1,475,560	888,777	960,571	881,406	952,996	888,838	1,161,182	1,062,896	1,162,791	1,455,700	1,368,489	1,140,416
2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,461,807	1,461,264	812,191	884,175	798,484	788,081	882,732	1,081,078	1,081,078	1,081,078	1,486,288	1,284,421
Total Receipts	237,842	232,026	658,762	442,387	532,281	442,762	442,387	442,387	835,511	442,387	658,762	658,762
Total Disbursements	(594,363)	(564,688)	(548,770)	(538,080)	(538,080)	(538,080)	(538,080)	(538,080)	(538,080)	(538,080)	(538,080)	(676,714)
Total Other Disbursement & Financing	(12,000)	(12,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(168,824)	(444,040)	66,183	(83,773)	82,685	82,685	232,364	(82,685)	89,370	291,969	(82,685)	(154,013)
Ending Cash Balance	1,292,983	817,224	878,374	800,402	881,169	870,766	1,081,078	1,081,078	1,081,078	1,373,047	1,290,362	1,126,408
2021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,417,228	1,022,895	798,838	798,732	736,354	726,512	826,873	1,081,078	1,061,139	1,151,815	1,486,583	1,284,134
Total Receipts	241,971	246,388	654,314	468,775	568,311	654,314	654,314	654,314	809,888	654,314	654,314	654,314
Total Disbursements	(593,204)	(578,246)	(563,901)	(552,810)	(552,810)	(552,810)	(552,810)	(552,810)	(552,810)	(552,810)	(552,810)	(689,861)
Total Other Disbursement & Financing	(12,000)	(12,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(166,006)	(317,063)	82,251	(84,028)	82,815	82,815	232,364	(82,815)	89,370	291,969	(82,815)	(154,013)
Ending Cash Balance	1,251,222	705,832	781,089	714,704	719,169	809,327	1,081,078	1,081,078	1,081,078	1,373,047	1,290,362	1,126,408
2022-23	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,239,268	1,131,078	743,688	694,889	704,081	704,796	809,819	1,101,454	1,099,888	1,101,454	1,486,718	1,284,421
Total Receipts	241,382	246,612	654,506	468,188	568,794	654,506	654,506	654,506	810,117	654,506	654,506	654,506
Total Disbursements	(596,178)	(581,088)	(564,708)	(555,001)	(555,001)	(555,001)	(555,001)	(555,001)	(555,001)	(555,001)	(555,001)	(690,864)
Total Other Disbursement & Financing	(12,000)	(12,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(176,588)	(317,488)	82,376	(81,810)	82,579	82,579	232,364	(82,579)	89,370	291,969	(82,579)	(154,013)
Ending Cash Balance	1,062,680	713,590	826,064	716,079	786,660	787,375	1,081,078	1,081,078	1,081,078	1,373,047	1,290,362	1,126,408
2023-24	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,048,844	1,058,915	1,138,133	1,217,651	1,296,470	1,285,888	1,376,245	1,425,104	1,528,122	1,596,631	1,684,441	1,842,447
Total Receipts	713,612	748,672	663,170	642,114	568,713	663,671	673,110	683,695	879,003	673,110	673,110	673,110
Total Disbursements	(601,000)	(581,800)	(565,580)	(557,890)	(557,890)	(557,890)	(557,890)	(557,890)	(557,890)	(557,890)	(557,890)	(695,380)
Total Other Disbursement & Financing	(86,450)	(86,450)	(114,450)	(114,450)	(114,450)	(114,450)	(114,450)	(114,450)	(114,450)	(114,450)	(114,450)	(114,450)
Change in Cash	26,916	(101,668)	90,273	72,424	(103,617)	(103,617)	(103,617)	(103,617)	(103,617)	(103,617)	(103,617)	(122,720)
Ending Cash Balance	1,075,760	957,247	1,228,406	1,290,074	1,192,853	1,092,266	1,092,266	1,092,266	1,092,266	1,092,266	1,092,266	1,092,266

Rocketship Redwood City Prep – Summary Cash Flow Projections												
2019-19	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	245,995	57,851	(56,138)	201,188	182,508	254,071	248,742	263,387	245,909	279,938	322,910	315,841
Total Receipts	81,035	185,013	297,911	229,857	393,105	242,207	262,179	229,857	270,382	280,536	229,857	96,346
Total Disbursements	(289,773)	(279,038)	(297,122)	(287,122)	(297,122)	(297,122)	(297,122)	(297,122)	(297,122)	(297,122)	(297,122)	(215,918)
Total Other Disbursement & Financing	-	-	(10,418)	(10,418)	(10,418)	(10,418)	(10,418)	(10,418)	-	-	-	-
Change in Cash	(127,743)	(9,184)	90,343	(17,080)	75,968	(5,339)	14,646	(17,473)	38,419	49,399	(7,009)	(119,573)
Ending Cash Balance	57,851	(36,139)	201,188	182,508	254,071	248,742	263,387	245,909	279,938	322,910	315,841	296,271
2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	191,271	238,565	107,477	102,464	113,937	191,393	194,107	238,695	207,824	238,668	340,457	329,566
Total Receipts	383,619	159,066	256,628	265,366	338,370	256,628	276,902	240,048	294,758	355,707	240,048	165,857
Total Disbursements	(267,240)	(275,037)	(265,073)	(257,398)	(257,398)	(257,398)	(257,398)	(257,398)	(257,398)	(257,398)	(257,398)	(281,268)
Total Other Disbursement & Financing	(9,078)	(9,078)	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
Change in Cash	37,294	(1,519)	15,954	11,488	77,459	2,744	24,588	(19,878)	3,959	10,734	(19,878)	(171,657)
Ending Cash Balance	228,565	107,477	102,464	113,937	191,393	194,107	238,695	207,824	238,668	340,457	329,566	207,909
2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	207,989	220,932	74,864	74,082	88,401	168,874	176,012	208,348	200,082	235,395	398,142	348,882
Total Receipts	350,468	159,077	301,795	308,988	398,131	301,795	348,987	304,409	348,921	485,446	304,409	129,448
Total Disbursements	(538,452)	(588,688)	(504,081)	(501,954)	(501,954)	(501,954)	(501,954)	(501,954)	(501,954)	(501,954)	(501,954)	(269,678)
Total Other Disbursement & Financing	(9,078)	(9,078)	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
Change in Cash	12,929	(148,689)	(80,161)	15,388	79,475	71,388	38,259	(19,243)	35,268	12,287	(19,243)	(154,818)
Ending Cash Balance	220,932	74,864	74,082	88,401	168,874	176,012	208,348	200,082	235,395	398,142	348,882	193,064
2021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	194,000	195,802	(1,683)	(2,387)	14,472	91,230	99,694	313,785	300,973	336,439	572,640	568,848
Total Receipts	423,074	259,822	423,994	423,489	423,276	423,994	628,619	423,757	423,669	628,619	423,757	156,733
Total Disbursements	(429,574)	(424,770)	(423,131)	(423,971)	(423,971)	(423,971)	(423,971)	(423,971)	(423,971)	(423,971)	(423,971)	(367,069)
Total Other Disbursement & Financing	(21,528)	(21,528)	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
Change in Cash	1,272	(107,466)	(7,336)	9,988	7,627	7,336	215,071	(12,733)	35,520	295,147	(12,733)	(206,969)
Ending Cash Balance	195,272	(10,664)	(2,387)	14,472	91,230	99,694	313,785	300,973	336,439	572,640	568,848	361,879
2022-23	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	382,888	389,539	154,881	173,494	301,826	396,688	421,988	688,637	662,674	715,489	982,832	986,839
Total Receipts	599,183	269,839	441,728	544,420	520,900	441,728	659,267	420,005	498,658	688,328	420,005	160,366
Total Disbursements	(447,283)	(468,888)	(427,587)	(419,451)	(419,451)	(419,451)	(419,451)	(419,451)	(419,451)	(419,451)	(419,451)	(367,228)
Total Other Disbursement & Financing	(71,578)	(71,578)	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
Change in Cash	41,606	(29,126)	36,589	128,386	94,877	24,700	287,269	4,087	52,825	267,308	4,087	(203,459)
Ending Cash Balance	391,539	360,413	191,470	301,880	396,688	421,988	688,637	662,674	715,489	982,832	986,839	783,420

Rocketship Los Suenos -- 2019-20 Cash Flow Worksheet

Current Year Schedule	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Check	Comments
Charter School General Purpose Block Grant Allocation	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	-	100.0%	Includes deferrals
Charter School General Purpose Block Grant Allocation (PEN/SEC)	-	-	38.5%	-	-	-	16.5%	-	-	-	-	-	-	-	-	-	100.0%	Included ILPT schedule
In Lieu of Property Taxes	-	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	100.0%	Changed to qtr payments
Prop 30 EPA	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	-	-	100.0%	
Mandate Block Grant	-	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	-	100.0%	
California Lottery	-	-	-	-	-	-	25.0%	-	-	25.0%	-	25.0%	-	-	-	-	100.0%	
State Lunch Reimbursements	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	-	100.0%	Included one-month lag
After School Education and Safety Program Grant	-	-	-	-	75.0%	-	-	-	-	25.0%	-	-	-	-	-	-	100.0%	Updated based on YMCA info
SB740 Facilities Subsidy	-	-	-	-	-	-	50.0%	-	-	50.0%	-	-	-	-	-	25.0%	100.0%	
State SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	-	100.0%	
State Mental Health - SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	-	100.0%	
Fed Titles	-	-	-	-	-	-	25.0%	-	-	75.0%	-	-	-	-	-	-	100.0%	
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	-	-	-	100.0%	Updated schedule
Facilities Incentive Grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	-	100.0%	Included one-month lag
National School Lunch Program	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	-	100.0%	
IDEA	-	-	-	-	-	-	-	-	-	100.0%	-	-	-	-	-	-	100.0%	Updated expected receipt of grant
Private Start-up Grant	-	-	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	100.0%	

cash use more recent		Total Allocation	2019	2019	2019	2019	2019	2019	2019	2020	2020	2020	2020	2020	2020	Total	Receivables
		2019-20	2019	2019	2019	2019	2019	2019	2019	2020	2020	2020	2020	2020	2020	2019-20	2019-20
Beginning Cash Balance		1,608,644	1,608,644	1,254,360	888,777	960,517	863,161	857,096	928,836	1,161,192	1,063,836	1,163,701	1,455,700	1,358,344			
REVENUES																	
State Programs																	
CSGPB - Base	4,106,617	205,331	205,331	369,596	369,596	369,596	369,596	369,596	369,596	369,596	369,596	369,596	369,596	369,596	4,106,617	-	-
In Lieu of Property Taxes	48,313	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	4,026	48,313	4,026	4,026
Prop 30 EPA	676,384	-	-	169,096	-	-	169,096	-	-	169,096	-	-	169,096	-	676,384	-	-
Mandate Block Grant	6,916	-	-	-	-	-	6,916	-	-	-	-	-	6,916	-	6,916	-	-
California Lottery	78,237	-	-	-	-	-	-	-	19,559	-	-	19,559	-	19,559	58,678	19,559	19,559
Total State Programs	4,916,468	205,331	209,357	542,718	373,622	380,538	542,718	391,181	373,622	542,718	391,181	373,622	562,277	4,892,882	23,585	23,585	23,585
Other State Programs																	
State Lunch Reimbursements	28,866	-	-	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	2,624	26,239	2,627	-	-
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500	-	-	-
Common Core & Prop 59	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	495,791	-	-	-	-	-	-	247,895	-	-	123,948	-	-	371,843	-	123,948	-
State SPED	322,026	16,101	16,101	28,982	28,982	28,982	28,982	28,982	28,982	28,982	28,982	28,982	28,982	293,044	28,982	-	-
Total Other State Programs	952,183	16,101	16,101	31,606	31,606	115,981	31,606	273,502	31,606	59,721	155,524	31,606	2,624	893,626	156,557	156,557	156,557
Federal Programs																	
Title I	203,741	-	-	-	-	-	-	50,935	-	-	152,806	-	-	203,741	-	-	-
Title II	22,000	-	-	-	-	-	-	5,500	-	-	16,500	-	-	22,000	-	-	-
Title III	23,290	-	-	-	-	-	-	5,822	-	-	17,467	-	-	23,290	-	-	-
IDEA	59,075	-	-	-	-	-	-	-	-	-	59,075	-	-	59,075	-	-	-
National School Lunch Program	265,626	-	-	24,145	24,145	24,145	24,145	24,145	24,145	24,145	24,145	24,145	24,145	241,454	24,172	-	-
Total Federal Programs	573,732	-	-	24,145	24,145	24,145	24,145	86,403	24,145	24,145	209,993	24,145	24,145	549,560	24,172	24,172	24,172
Local Programs																	
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908	1,092	-	-
Total Local Programs	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908	1,092	1,092	1,092
Fundraising & Grants																	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables																	
Total REVENUES	6,461,382	221,432	225,458	599,560	430,464	521,755	599,560	760,176	430,464	627,685	819,819	430,464	590,137	6,256,976	204,406	204,406	204,406
EXPENSES																	
Certificated Salaries	1,877,710	156,476	156,476	156,476	156,476	156,476	156,476	156,476	156,476	156,476	156,476	156,476	156,476	1,877,710	-	-	-
Classified Salaries	615,840	51,320	51,320	51,320	51,320	51,320	51,320	51,320	51,320	51,320	51,320	51,320	51,320	615,840	-	-	-
Employee Benefits	767,617	63,968	63,968	63,968	63,968	63,968	63,968	63,968	63,968	63,968	63,968	63,968	63,968	767,617	-	-	-
Books & Supplies	302,098	90,629	90,629	12,084	12,084	12,084	12,084	12,084	12,084	12,084	12,084	12,084	9,667	299,611	2,417	-	-
Food Service	306,492	-	-	15,325	30,649	30,649	30,649	30,649	30,649	30,649	30,649	15,325	-	306,492	-	-	-
Other Operating Services	1,051,005	87,584	87,584	87,584	87,584	87,584	87,584	87,584	87,584	87,584	87,584	87,584	70,067	1,033,489	17,517	-	-
Professional Services	1,568,872	125,739	125,739	125,739	125,739	125,739	125,739	125,739	125,739	125,739	125,739	125,739	100,591	1,483,725	25,148	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non-Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total EXPENSES	6,429,635	575,716	581,041	527,820	527,820	527,820	527,820	527,820	527,820	527,820	527,820	527,820	527,820	6,384,553	467,414	467,414	467,414
OTHER DISBURSEMENTS/FINANCING SOURCES																	
CSA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSGP - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Disbursements & Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	-	1,254,360	888,777	960,517	863,161	857,096	928,836	1,161,192	1,063,836	1,163,701	1,455,700	1,358,344	1,481,067	-	-	-	-

Accounts Receivable Schedule	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Charter School General Purpose Block Grant Allocation	9.0%	-	-	-	-	-	-	-	-	-	-	-	-
In Lieu of Property Taxes	8.3%	-	-	-	-	-	-	-	-	-	-	-	-
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	50.0%	-	-	-	-	-	-	-	-	-
State Lunch Reimbursements	9.1%	-	-	-	-	-	-	-	-	-	-	-	-
After School Education and Safety Program Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	-	-	-	25.0%	-	-	-	-	-	-	-	-	-
State SPED	9.0%	-	-	-	-	-	-	-	-	-	-	-	-
Fed Titles	100.0%	-											

Rocketship Los Suenos — 2021-22 Cash Flow Worksheet

Current Year Schedule	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sept	Oct	Check	Comments
Charter School General Purpose Block Grant Allocation	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	Included PENSEC schedule and deferrals
Charter School General Purpose Block Grant Allocation (PENSEC)	-	-	38.5%	-	-	16.5%	-	-	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
In Lieu of Property Taxes	-	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	100.0%	Included ILPT schedule
Prop 30 EPA	-	-	25.0%	-	-	25.0%	-	-	-	-	-	-	-	-	-	100.0%	Changed to str payments
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	
California Lottery	-	-	-	-	-	25.0%	-	-	-	25.0%	-	-	-	-	-	100.0%	
State Lunch Reimbursements	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	100.0%	Included one-month lag
After School Education and Safety Program Grant	-	-	-	75.0%	-	-	-	-	25.0%	-	-	-	-	-	-	100.0%	Updated based on YMCA info
SB740 Facilities Subsidy	-	-	-	-	-	50.0%	-	-	25.0%	-	-	-	-	-	-	100.0%	
State SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
State Mental Health - SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
Fed Titles	-	-	-	-	-	25.0%	-	-	75.0%	-	-	-	-	-	-	100.0%	
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	-	-	100.0%	Updated schedule
Facilities Incentive Grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	100.0%	
National School Lunch Program	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	100.0%	Included one-month lag
IDEA	-	-	-	-	-	-	-	-	-	100.0%	-	-	-	-	-	100.0%	
Private Start-up Grant	-	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	100.0%	Updated expected receipt of grant

	Total Allocation 2019-20	Jul 2019	Aug 2019	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Total 2019-20
REVENUES															
Beginning Cash Balance	1,481,067	1,481,067	1,162,264	817,191	884,175	788,444	784,001	862,732	1,096,570	1,000,839	1,107,695	1,402,188	1,306,457		
State Programs															
CSGPB - Base	4,236,951	211,848	211,848	381,326	381,326	381,326	381,326	381,326	381,326	381,326	381,326	381,326	381,326	4,236,951	
In Lieu of Property Taxes	49,846	-	4,154	4,154	4,154	4,154	4,154	4,154	4,154	4,154	4,154	4,154	4,154	49,846	
Prop 30 EPA	697,851	-	-	174,463	-	174,463	-	174,463	-	174,463	-	174,463	-	697,851	
Mandate Block Grant	6,913	-	-	-	6,913	-	-	-	-	-	-	-	-	6,913	
California Lottery	78,203	-	-	-	-	19,551	-	19,551	-	19,551	-	19,551	-	39,101	
Total State Programs	5,069,764	211,848	216,001	559,942	385,479	392,392	559,942	405,030	385,479	559,942	405,030	385,479	559,942	5,026,508	
Other State Programs															
State Lunch Reimbursements	28,853	-	-	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	26,227	
After School Education & Safety Program Grant	112,500	-	-	-	84,375	-	-	-	28,125	-	-	-	-	112,500	
Common Core & Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SB740 Facilities Subsidy	495,571	-	-	-	-	-	-	247,785	-	-	123,833	-	-	371,678	
State SPED	321,883	16,094	16,094	28,969	28,969	28,969	28,969	28,969	28,969	28,969	28,969	28,969	28,969	292,914	
Total Other State Programs	958,807	16,094	16,094	31,592	31,592	115,967	31,592	279,378	31,592	59,717	155,485	31,592	2,623	803,319	
Federal Programs															
Title I	203,651	-	-	-	-	-	50,913	-	-	152,738	-	-	-	203,651	
Title II	22,000	-	-	-	-	-	5,500	-	-	16,500	-	-	-	22,000	
Title III	23,279	-	-	-	-	-	5,820	-	-	17,459	-	-	-	23,279	
IDEA	60,083	-	-	-	-	-	-	-	-	60,083	-	-	-	60,083	
National School Lunch Program	265,508	-	-	24,135	24,135	24,135	24,135	24,135	24,135	24,135	24,135	24,135	24,135	241,347	
Total Federal Programs	574,521	-	-	24,135	24,135	24,135	86,367	24,135	24,135	270,915	24,135	24,135	24,135	550,860	
Local Programs															
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908	
Total Local Programs	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908	
Fundraising & Grants															
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
PY Receivables															
TOTAL REVENUES	6,615,091	227,942	232,096	616,760	442,297	533,585	616,760	771,866	442,297	644,885	832,521	442,297	587,790	6,391,095	
EXPENSES															
Certificated Salaries	1,895,232	157,936	157,936	157,936	157,936	157,936	157,936	157,936	157,936	157,936	157,936	157,936	157,936	1,895,232	
Classified Salaries	620,414	51,701	51,701	51,701	51,701	51,701	51,701	51,701	51,701	51,701	51,701	51,701	51,701	620,414	
Employee Benefits	813,552	67,796	67,796	67,796	67,796	67,796	67,796	67,796	67,796	67,796	67,796	67,796	67,796	813,552	
Books & Supplies	302,098	45,315	60,420	30,210	18,462	18,462	18,462	18,462	18,462	18,462	18,462	18,462	14,769	298,405	
Food Service	306,361	-	15,318	30,636	30,636	30,636	30,636	30,636	30,636	30,636	30,636	30,636	15,318	306,361	
Other Operating Services	1,027,568	85,631	85,631	85,631	85,631	85,631	85,631	85,631	85,631	85,631	85,631	85,631	85,631	68,505	1,010,442
Professional Services	1,510,400	125,867	125,867	125,867	125,867	125,867	125,867	125,867	125,867	125,867	125,867	125,867	100,693	1,485,227	
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
PY Payables															
TOTAL EXPENSES	6,475,625	534,245	564,668	549,776	538,028	538,028	538,028	538,028	538,028	538,028	538,028	538,028	476,718	6,425,633	
OTHER DISBURSEMENTS/FINANCING SOURCES															
CSA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CSG - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
FSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Improvements	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-	(25,000)	
Total Other Disbursement & Financing	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-	(25,000)	
Cumulative Cash Position	1,162,264	817,191	884,175	788,444	784,001	862,732	1,096,570	1,000,839	1,107,695	1,402,188	1,306,457	1,417,529			

Disbursements into next year	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Charter School General Purpose Block Grant Allocation	9.0%	-	-	-	-	-	-	-	-	-	-	-
In Lieu of Property Taxes	8.3%	-	-	-	-	-	-	-	-	-	-	-
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	50.0%	-	-	-	-	-	-	-	-
State Lunch Reimbursements	9.1%	-	-	-	-	-	-	-	-	-	-	-
After School Education and Safety Program Grant	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	-	-	-	25.0%	-	-	-	-	-	-	-	-
State SPED	9.0%	-	-	-	-	-	-	-	-	-	-	-
Fed Titles	-	-	-	-	-	-	-	-	-	-	-	-
Federal Startup Grant (Title Vb)	100.0%	-	-	-	-	-	-	-	-	-	-	-
Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-
National School Lunch Program	9.1%</											

Rocketship Los Suenos — 2021-22 Cash Flow Worksheet

Current Year Schedule	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sept	Oct	Check	Comments
Charter School General Purpose Block Grant Allocation	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	109.0%	Includes deferrals
Charter School General Purpose Block Grant Allocation (PENSEC)	-	-	38.5%	-	-	16.5%	-	-	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	Included LPT schedule
In Lieu of Property Taxes	-	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	100.0%	Changed to qtr payments
Prop 30 EPA	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	-	100.0%	
Mandate Block Grant	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	-	100.0%	
California Lottery	-	-	-	-	-	25.0%	-	-	-	25.0%	-	-	-	-	-	100.0%	
State Lunch Reimbursements	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	50.0%	100.0%	Included one-month lag
After School Education and Safety Program Grant	-	-	-	75.0%	-	-	-	-	25.0%	-	-	-	-	-	-	100.0%	Updated based on YMCA info
SB740 Facilities Subsidy	-	-	-	-	-	50.0%	-	-	-	25.0%	-	-	-	-	-	100.0%	
State SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
State Mental Health - SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
Fed Titles	-	-	-	-	-	25.0%	-	-	-	75.0%	-	-	-	-	-	100.0%	
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	-	-	100.0%	Updated schedule
Facilities Incentive Grant	8.3%	8.3%	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	
National School Lunch Program	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	100.0%	Included one-month lag
IDEA	-	-	-	-	-	-	-	-	-	100.0%	-	-	-	-	-	100.0%	
Private Start-up Grant	-	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	100.0%	Updated expected receipt of grant

	Total Allocation 2020-21	Jul 2020	Aug 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Total 2020-21
Beginning Cash Balance	1,417,529	1,417,529	1,053,695	709,319	799,732	716,354	724,512	826,673	1,084,507	1,001,129	1,131,415	1,449,503	1,366,124		
REVENUES															
State Programs															
CSGPB - Base	4,505,965	225,298	225,298	405,537	405,537	405,537	405,537	405,537	405,537	405,537	405,537	405,537	405,537	4,505,965	
In Lieu of Property Taxes	53,011	-	4,418	4,418	4,418	4,418	4,418	4,418	4,418	4,418	4,418	4,418	4,418	48,594	
Prop 30 EPA	742,159	-	-	185,540	-	-	-	185,540	-	-	-	-	185,540	742,159	
Mandate Block Grant	7,161	-	-	-	7,161	-	-	-	-	-	-	-	-	7,161	
California Lottery	81,012	-	-	-	-	-	20,253	-	-	20,253	-	-	-	40,506	
Total State Programs	5,389,310	225,298	229,716	595,494	409,954	417,116	595,494	430,208	409,954	595,494	430,208	409,954	595,494	5,344,386	
Other State Programs															
State Lunch Reimbursements	29,890	-	-	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	2,717	27,170	
After School Education & Safety Program Grant	112,500	-	-	-	84,375	-	-	-	28,125	-	-	-	-	112,500	
Common Core & Prop 39	513,378	-	-	-	-	-	-	256,689	-	-	128,344	-	-	385,033	
SB740 Facilities Subsidy	332,459	16,672	16,672	30,010	30,010	30,010	30,010	30,010	30,010	30,010	30,010	30,010	30,010	302,439	
Total Other State Programs	989,216	16,672	16,672	32,727	32,727	117,102	32,727	289,416	32,727	60,852	161,072	32,727	2,717	828,142	
Federal Programs															
Title I	210,968	-	-	-	-	-	52,742	-	-	158,226	-	-	-	210,968	
Title II	22,000	-	-	-	-	-	5,500	-	-	16,500	-	-	-	22,000	
Title III	24,116	-	-	-	-	-	6,029	-	-	18,087	-	-	-	24,116	
IDEA	60,056	-	-	-	-	-	-	-	-	60,056	-	-	-	60,056	
National School Lunch Program	275,049	-	-	25,002	25,002	25,002	25,002	25,002	25,002	25,002	25,002	25,002	25,002	250,019	
Total Federal Programs	592,189	-	-	25,002	25,002	25,002	89,273	25,002	277,871	25,002	25,002	25,002	25,002	567,159	
Local Programs															
Local Food Service Revenue	12,000	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908	
Total Local Programs	12,000	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908	
Fundraising & Grants															
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Net Receivables	6,982,715	241,971	246,388	654,314	468,775	560,311	654,314	809,988	468,775	682,439	870,241	468,775	624,300	6,750,595	
TOTAL REVENUES	6,982,715	241,971	246,388	654,314	468,775	560,311	654,314	809,988	468,775	682,439	870,241	468,775	624,300	6,750,595	
EXPENSES															
Certificated Salaries	1,984,311	165,359	165,359	165,359	165,359	165,359	165,359	165,359	165,359	165,359	165,359	165,359	165,359	1,984,311	
Classified Salaries	626,019	52,218	52,218	52,218	52,218	52,218	52,218	52,218	52,218	52,218	52,218	52,218	52,218	626,019	
Employee Benefits	847,853	70,655	70,655	70,655	70,655	70,655	70,655	70,655	70,655	70,655	70,655	70,655	70,655	847,853	
Books & Supplies	302,098	45,315	60,420	30,210	18,462	18,462	18,462	18,462	18,462	18,462	18,462	14,769	298,405		
Food Service	316,938	-	15,847	31,694	31,694	31,694	31,694	31,694	31,694	31,694	31,694	15,847	316,938		
Other Operating Services	1,051,154	87,596	87,596	87,596	87,596	87,596	87,596	87,596	87,596	87,596	87,596	70,077	1,033,635		
Professional Services	1,514,028	126,169	126,169	126,169	126,169	126,169	126,169	126,169	126,169	126,169	126,169	100,935	1,488,794		
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Disbursements/Non-Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Net Payables	45,992	45,992	-	-	-	-	-	-	-	-	-	-	-	45,992	
TOTAL EXPENSES	6,689,001	593,304	578,264	563,901	552,153	552,153	552,153	552,153	552,153	552,153	552,153	552,153	489,861	6,596,564	
OTHER DISBURSEMENTS/FINANCING SOURCES															
CSA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CSG - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
RSD Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Improvements	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-	(25,000)	
Total Other Disbursement & Financing	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-	(25,000)	
Cumulative Cash Position	1,053,695	709,319	799,732	716,354	724,512	826,673	1,084,507	1,001,129	1,131,415	1,449,503	1,366,124	1,500,568			

Disbursements into next year	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Charter School General Purpose Block Grant Allocation	9.0%	-	-	-	-	-	-	-	-	-	-	-
In Lieu of Property Taxes	8.3%	-	-	-	-	-	-	-	-	-	-	-
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	50.0%	-	-	-	-	-	-	-	-
State Lunch Reimbursements	9.1%	-	-	-	-	-	-	-	-	-	-	-
After School Education and Safety Program Grant	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	-	-	-	25.0%	-	-	-	-	-	-	-	-
State SPED	9.0%	-	-	-	-	-	-	-	-	-	-	-
Fed Titles	-	-	-	-	-	-	-	-	-	-	-	-
Federal Startup Grant (Title Vb)	100.0%	-	-	-	-	-	-	-	-	-	-	-
Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-
National School Lunch Program	9.1%	-	-	-	-	-	-	-	-	-	-	-
Private Start-up Grant	-	-	-	-	-	-	-	-	-	-	-	-

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
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Rocketship Los Suenos — 2022-23 Cash Flow Worksheet

Current Year Schedule	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sept	Oct	Check	Comments
Charter School General Purpose Block Grant Allocation	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	109.0%	Includes deferrals
Charter School General Purpose Block Grant Allocation (PENSEC)	-	-	38.5%	-	-	16.5%	-	-	-	-	-	-	-	-	-	100.0%	
In Lieu of Property Taxes	-	8.3%	8.3%	-	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	100.0%	Included ILPT schedule
Prop 30 EPA	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	-	100.0%	Changed to qtr payments
Mandate Block Grant	-	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	100.0%	
California Lottery	-	-	-	-	-	25.0%	-	-	-	25.0%	-	-	-	-	-	100.0%	
State Lunch Reimbursements	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	50.0%	100.0%	Included one-month lag
After School Education and Safety Program Grant	-	-	-	-	75.0%	-	-	-	25.0%	-	-	-	-	-	-	100.0%	Updated based on YMCA info
SB740 Facilities Subsidy	-	-	-	-	-	50.0%	-	-	-	25.0%	-	-	-	-	25.0%	100.0%	
State SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
State Mental Health - SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
Fed Titles	-	-	-	-	-	25.0%	-	-	-	75.0%	-	-	-	-	-	100.0%	
Federal Start-up Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	-	-	100.0%	Updated schedule
Facilities Incentive Grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	100.0%	
National School Lunch Program	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	100.0%	Included one-month lag
IDEA	-	-	-	-	-	-	-	-	-	100.0%	-	-	-	-	-	100.0%	
Private Start-up Grant	-	-	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	100.0%	Updated expected receipt of grant

	Total Allocation	2021-22	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	Total
Beginning Cash Balance	1,500,568	1,500,568	1,121,179	761,692	849,849	764,046	769,786	869,691	1,125,405	1,039,602	1,167,632	1,485,748	1,399,945				
REVENUES																	
State Programs																	
CSGP - Base	4,510,049	225,502	225,502	405,904	405,904	405,904	405,904	405,904	405,904	405,904	405,904	405,904	405,904				4,510,049
In Lieu of Property Taxes	53,059	-	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422				48,638
Prop 30 EPA	742,832	-	-	185,708	-	-	185,708	-	-	185,708	-	-	185,708				742,832
Mandate Block Grant (Title Vb)	7,168	-	-	-	-	-	7,168	-	-	-	-	-	-				7,168
California Lottery	81,086	-	-	-	-	-	-	20,271	-	-	-	20,271	-				40,543
Total State Programs	5,394,194	225,502	229,924	596,634	410,326	417,494	596,634	410,598	410,326	596,634	410,598	410,326	596,634				5,349,222
Other State Programs																	
State Lunch Reimbursements	29,917	-	-	2,719	2,719	2,719	2,719	2,719	2,719	2,719	2,719	2,719	2,719				27,194
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-	-	-				112,500
Common Core & Prop 39	513,843	-	-	-	-	-	-	256,921	-	-	128,461	-	-				385,382
SB740 Facilities Subsidy	333,751	16,688	16,688	30,038	30,038	30,038	30,038	30,038	30,038	30,038	30,038	30,038	30,038				303,714
Total Other State Programs	990,011	16,688	16,688	32,757	32,757	117,132	32,757	289,678	32,757	60,882	161,218	32,757	2,719				928,790
Federal Programs																	
Title I	211,159	-	-	-	-	-	52,790	-	-	158,370	-	-	-				211,159
Title II	22,000	-	-	-	-	-	5,500	-	-	16,500	-	-	-				22,000
Title III	24,138	-	-	-	-	-	6,034	-	-	18,103	-	-	-				24,138
IDEA	62,214	-	-	-	-	-	-	-	-	62,214	-	-	-				62,214
National School Lunch Program	275,298	-	-	25,025	25,025	25,025	25,025	25,025	25,025	25,025	25,025	25,025	25,025				250,246
Total Federal Programs	584,809	-	-	25,025	25,025	25,025	25,025	89,149	25,025	280,211	25,025	25,025	25,025				549,757
Local Programs																	
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091				10,908
Total Local Programs	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091				10,908
Fundraising & Grants																	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-				-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-				-
PY Receivables																	
TOTAL REVENUES	6,991,013	242,190	246,612	654,906	469,198	560,721	654,906	810,716	469,198	681,031	673,117	469,198	624,869				6,758,684
EXPENSES																	
Total Expense																	
Certified Salaries	2,002,899	166,908	166,908	166,908	166,908	166,908	166,908	166,908	166,908	166,908	166,908	166,908	166,908				2,002,899
Classified Salaries	52,740	52,740	52,740	52,740	52,740	52,740	52,740	52,740	52,740	52,740	52,740	52,740	52,740				632,885
Employee Benefits	856,770	71,398	71,398	71,398	71,398	71,398	71,398	71,398	71,398	71,398	71,398	71,398	71,398				856,770
Books & Supplies	302,098	45,315	60,420	30,210	18,462	18,462	18,462	18,462	18,462	18,462	18,462	18,462	18,462				296,559
Food Service	317,215	15,861	31,721	31,721	31,721	31,721	31,721	31,721	31,721	31,721	31,721	31,721	31,721				317,215
Other Operating Services	1,051,179	87,598	87,598	87,598	87,598	87,598	87,598	87,598	87,598	87,598	87,598	87,598	87,598				700,079
Professional Services	1,534,088	126,174	126,174	126,174	126,174	126,174	126,174	126,174	126,174	126,174	126,174	126,174	126,174				1,488,933
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-				-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-				-
PY Payables																	
TOTAL EXPENSES	6,723,678	596,578	581,099	566,750	555,001	555,001	555,001	555,001	555,001	555,001	555,001	555,001	490,848				6,628,840
OTHER DISBURSEMENTS/FINANCING SOURCES																	
CSA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-				-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-				-
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-				-
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-				-
Capital Improvements	50,000	(25,000)	(25,000)	-	-	-	-	-	-	-	-	-	-				(50,000)
Total Other Disbursement & Financing	50,000	(25,000)	(25,000)	-	-	-	-	-	-	-	-	-	-				-
Cumulative Cash Position		1,121,179	761,692	849,849	764,046	769,786	869,691	1,125,405	1,039,602	1,167,632	1,485,748	1,399,945	1,533,966				

Accounts Receivable Schedule

	Total Allocation	2021-22	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	Total
Beginning Cash Balance	1,500,568	1,500,568	1,121,179	761,692	849,849	764,046	769,786	869,691	1,125,405	1,039,602	1,167,632	1,485,748	1,399,945				
REVENUES																	
State Programs																	
CSGP - Base	4,510,049	225,502	225,502	405,904	405,904	405,904	405,904	405,904	405,904	405,904	405,904	405,904	405,904				4,510,049
In Lieu of Property Taxes	53,059	-	4,422	4,422	4,422	4,422	4,4										

Rocketship Los Suenos — 2023-24 Cash Flow Worksheet

Current Year Schedule	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sept	Oct	Check	Comments
Charter School General Purpose Block Grant Allocation	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	Includes deferrals
Charter School General Purpose Block Grant Allocation (PENSEC)	-	8.3%	38.5%	8.3%	8.3%	16.5%	-	9.0%	9.0%	9.0%	9.0%	9.0%	8.3%	-	-	100.0%	Included LPT schedule
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	Changed to qtr payments
Prop 30 EPA	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	-	100.0%	
Mandate Block Grant	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	-	100.0%	
California Lottery	-	-	-	-	25.0%	-	-	-	25.0%	-	-	-	-	-	50.0%	100.0%	
State Lunch Reimbursements	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	100.0%	Included one-month lag
After School Education and Safety Program Grant	-	-	-	75.0%	-	-	-	-	25.0%	-	-	-	-	-	-	100.0%	Updated based on YMCA info
58740 Facilities Subsidy	-	-	-	-	-	50.0%	-	-	25.0%	-	-	-	-	-	25.0%	100.0%	
State SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
State Mental Health - SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	100.0%	
Fed Titles	-	-	-	-	-	25.0%	-	-	75.0%	-	-	-	-	-	-	100.0%	
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	-	100.0%	Updated schedule
National School Lunch Program	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	100.0%	Included one-month lag
IDEA	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	100.0%	
Private Start-up Grant	-	-	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	100.0%	Updated expected receipt of grant

	Total Allocation	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Sept	Oct	Total
2022-23	1,533,966	1,533,966	1,559,915	1,138,323	1,217,651	1,290,470	1,285,889	1,376,965	1,625,106	1,528,922	1,648,122	1,958,631	1,862,447				2022-23
REVENUES																	
Beginning Cash Balance	1,533,966	1,533,966	1,559,915	1,138,323	1,217,651	1,290,470	1,285,889	1,376,965	1,625,106	1,528,922	1,648,122	1,958,631	1,862,447				
State Programs																	
CSGPR - Base	4,547,736	227,387	227,387	409,296	409,296	409,296	409,296	409,296	409,296	409,296	409,296	409,296	409,296	4,547,736			
In Lieu of Property Taxes	53,503	-	4,459	4,459	4,459	4,459	4,459	4,459	4,459	4,459	4,459	4,459	4,459	49,044			
Prop 30 EPA	749,039	-	-	187,260	-	-	187,260	-	-	187,260	-	-	-	749,039			
Mandate Block Grant	7,228	-	-	-	-	7,228	-	-	-	-	-	-	-	7,228			
California Lottery	81,764	-	-	-	-	-	20,441	-	-	20,441	-	-	-	81,764			
Total State Programs	5,439,269	227,387	231,846	601,015	613,755	620,983	601,015	614,196	613,755	601,015	634,196	613,755	601,015	5,393,926			
Other State Programs																	
State Lunch Reimbursements	30,167	-	-	2,742	2,742	2,742	2,742	2,742	2,742	2,742	2,742	2,742	2,742	27,421			
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500			
Common Core & Prop 39	518,137	-	-	-	-	-	-	259,068	-	-	129,534	-	-	388,602			
58740 Facilities Subsidy	335,540	16,827	16,827	30,289	30,289	30,289	30,289	30,289	30,289	30,289	30,289	30,289	30,289	306,252			
State SPED	997,344	16,827	16,827	33,031	33,031	117,406	33,031	292,099	33,031	61,156	162,565	33,031	2,742	834,776			
Total Other State Programs	997,344	16,827	16,827	33,031	33,031	117,406	33,031	292,099	33,031	61,156	162,565	33,031	2,742	834,776			
Federal Programs																	
Title I	212,924	-	-	-	-	-	-	53,231	-	-	159,693	-	-	212,924			
Title II	22,200	-	-	-	-	-	-	5,500	-	-	16,500	-	-	22,200			
Title III	24,339	-	-	-	-	-	-	6,085	-	-	18,254	-	-	24,339			
IDEA	62,270	-	-	-	-	-	-	-	-	-	62,270	-	-	62,270			
National School Lunch Program	277,598	-	-	25,234	25,234	25,234	25,234	25,234	25,234	25,234	25,234	25,234	25,234	252,337			
Total Federal Programs	599,132	-	-	25,234	25,234	25,234	25,234	90,049	25,234	281,952	25,234	25,234	25,234	573,871			
Local Programs																	
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908			
Total Local Programs	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908			
Fundraising & Grants																	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	638,202	469,198	-	-	169,004	-	-	-	-	-	-	-	-	638,202			
TOTAL REVENUES	7,685,947	713,412	248,672	660,370	642,114	664,713	660,370	817,435	473,110	688,495	879,803	473,110	630,081	7,451,685			
EXPENSES																	
Certified Salaries	2,021,673	168,473	168,473	168,473	168,473	168,473	168,473	168,473	168,473	168,473	168,473	168,473	168,473	2,021,673			
Classified Salaries	639,214	53,268	53,268	53,268	53,268	53,268	53,268	53,268	53,268	53,268	53,268	53,268	53,268	639,214			
Employee Benefits	861,828	71,819	71,819	71,819	71,819	71,819	71,819	71,819	71,819	71,819	71,819	71,819	71,819	861,828			
Books & Supplies	302,095	45,315	45,315	30,210	18,462	18,462	18,462	18,462	18,462	18,462	18,462	18,462	14,769	298,405			
Food Service	319,765	-	-	15,988	31,977	31,977	31,977	31,977	31,977	31,977	31,977	31,977	15,988	319,765			
Other Operating Services	1,051,416	87,618	87,618	87,618	87,618	87,618	87,618	87,618	87,618	87,618	87,618	87,618	70,094	1,033,892			
Professional Services	1,514,643	126,220	126,220	126,220	126,220	126,220	126,220	126,220	126,220	126,220	126,220	126,220	100,976	1,489,399			
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	6,758,929	601,005	583,806	569,584	557,836	557,836	557,836	557,836	557,836	557,836	557,836	557,836	495,388	6,664,176			
OTHER DISBURSEMENTS/FINANCING SOURCES																	
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSGPR - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	(137,500)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(137,500)			
RSD Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	150,000	(75,000)	(75,000)	-	-	-	-	-	-	-	-	-	-	(150,000)			
Total Other Disbursement & Financing	12,500	(86,458)	(86,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(137,500)			
Cumulative Cash Position			1,559,915	1,138,323	1,217,651	1,290,470	1,285,889	1,376,965	1,625,106	1,528,922	1,648,122	1,958,631	1,862,447	1,985,683			

Accounts Receivable Schedule

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
REVENUES																										
Beginning Cash Balance	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819	251,819
State Programs																										
CSGPR - Base	2,985,536	144,207	144,207	259,962	259,962	259,962	259,962	259,962	259,962	259,962	259,962	259,962	259,962	2,985,536												
In Lieu of Property Taxes	1,959,039	-	-																							

- Initial Charter Petition
- Charter Material Revision
- Charter Renewal
- On Appeal

Education Code § 47605

Santa Clara County  Office of Education
CHARTER REVIEW MATRIX

Dr. Mary Ann Dewan, County Superintendent of Schools

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Rocketship Los Suenos Academy	Name: Janine Ramirez	Petition Received:	
Location of Proposed School(s): 331 S. 34th Street, San Jose CA	Title: Regional Director of Community Engagement	Public Hearing: (30 days from receipt)	
Grade Level: TK-5	Phone/Cell: (408) 441-0740	Board Decision: (60 days from receipt)	
District of Proposed Charter School: San Jose Unified	Email: jaramirez@rsed.org	<input type="checkbox"/> 30 day extension granted (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(5)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6-7
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-P)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31-159

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)-

	Yes	No	N/A	Page
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
• 50% of parents/guardians of number of students expected to attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a

NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> • The department (California Department of Education) • State Board of Education 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)				
	Yes	No	N/A	Page
<input type="checkbox"/> Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Legend:

Required to be included in charter petition and/or Memorandum of Understanding.

Applies to Petition Renewals

CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal (CCR) Title 5 Section 11966.4				
	Yes	No	N/A	Page
<input type="checkbox"/> Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	App. 1
<input type="checkbox"/> Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6-7
<input type="checkbox"/> Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10-25
<input type="checkbox"/> Annual visits and annual reports, including correcting and deficiencies identified during annual reviews and visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
<input type="checkbox"/> Inspections or observations of any part of the charter school at any time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Strengths:				
Areas of Concerns:				
Conclusions				

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)			
<input type="checkbox"/>	1. Targeted School Populations	<input type="checkbox"/>	29-33
	Age, grade levels and number of students	<input type="checkbox"/>	31
	• Number of students per class room	<input type="checkbox"/>	App. 1
	• Maximum enrollment predicted for school	<input type="checkbox"/>	App. 1
	Type of desired student populations	<input type="checkbox"/>	29-33
	• States whether school will enroll students from outside the district (if submitted as an appeal previously denied by a district)	<input type="checkbox"/>	28-29
	• States whether school will enroll students from outside the county	<input type="checkbox"/>	28-29
<input type="checkbox"/>	2. Attendance	<input type="checkbox"/>	
	• Describes whether multiple sites will be included	<input type="checkbox"/>	157
	• Indicates proposed opening date(s)	<input type="checkbox"/>	159
<input type="checkbox"/>	Attendance requirements	<input type="checkbox"/>	
	• Includes length of school day and year	<input type="checkbox"/>	51
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted	<input type="checkbox"/>	31
<input type="checkbox"/>	3. What it Means to be an Educated Person in the 21st Century	<input type="checkbox"/>	26-31
<input type="checkbox"/>	Objective of enabling pupils to become self-motivated, competent, lifelong learners	<input type="checkbox"/>	26
	Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>	31
<input type="checkbox"/>	4. Description of How Learning Best Occurs	<input type="checkbox"/>	26-50
	Persuasive instructional design	<input type="checkbox"/>	32-50
	• Broad outline (not entire scope and sequence) of the curriculum content	<input type="checkbox"/>	32-50
	• Description of instructional approaches and strategies	<input type="checkbox"/>	32-50
	• Description of learning environment (e.g. traditional, independent study)	<input type="checkbox"/>	32-50
	Proposed program strongly aligned to school's mission	<input type="checkbox"/>	32-50
	Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>	32-48
	Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>	80-100
	Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>	32-50
	Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>	68-76
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	<input type="checkbox"/>	32-48
	Educational Program describes professional development for teachers	<input type="checkbox"/>	77-80
	Minimal instructional time	<input type="checkbox"/>	51-52
	Includes school calendar	<input type="checkbox"/>	App. 5
<input type="checkbox"/>	5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)	<input type="checkbox"/>	34
<input type="checkbox"/>	6. English Learner Services	<input type="checkbox"/>	60-80
<input type="checkbox"/>	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.	<input type="checkbox"/>	71-76
<input type="checkbox"/>	Staff members providing English Learner Services are appropriately credentialed.	<input type="checkbox"/>	76-80
<input type="checkbox"/>	A description of the manner in which students are identified as requiring English Learner Services	<input type="checkbox"/>	71-76
<input type="checkbox"/>	A description of the process for reclassification of English Learners	<input type="checkbox"/>	71-76

<input type="checkbox"/>	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)	<input type="checkbox"/>	71-76
<input type="checkbox"/>	References to curriculum and materials that will be utilized in the instruction of English Learners	<input type="checkbox"/>	71-76
<input type="checkbox"/>	Petition tells how English Learners will be reclassified and how English Learners will be monitored	<input type="checkbox"/>	72-76
Strengths:			
Areas of Concerns:			
Conclusions:			
<input type="checkbox"/>	7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 2052	<input type="checkbox"/>	
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP	<input type="checkbox"/>	
<input type="checkbox"/>	Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities , as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.	<input type="checkbox"/>	80-98
<input type="checkbox"/>	A. Conditions of Learning	<input type="checkbox"/>	
	(Priority 1) Basic Needs	<input type="checkbox"/>	80-98
	(Priority 2) Implementation of State Standards	<input type="checkbox"/>	80-98
	(Priority 7) Course Access	<input type="checkbox"/>	80-98
<input type="checkbox"/>	B. Pupil Outcomes	<input type="checkbox"/>	
	(Priority 4) Pupil Achievement (College and Career)	<input type="checkbox"/>	80-98
	(Priority 8) Other Pupil Outcomes	<input type="checkbox"/>	80-98
<input type="checkbox"/>	C. Engagement	<input type="checkbox"/>	
	(Priority 3) Parental Involvement	<input type="checkbox"/>	80-98
	(Priority 5) Pupil Engagement	<input type="checkbox"/>	80-98
	(Priority 6) School Climate	<input type="checkbox"/>	80-98
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	<input type="checkbox"/>	
<input type="checkbox"/>	Racial/Ethnic groups	<input type="checkbox"/>	80-98
<input type="checkbox"/>	Low-income students, including homeless students	<input type="checkbox"/>	80-98
<input type="checkbox"/>	English learners	<input type="checkbox"/>	80-98
<input type="checkbox"/>	Students with disabilities	<input type="checkbox"/>	80-98
<input type="checkbox"/>	Foster youth	<input type="checkbox"/>	80-98
<input type="checkbox"/>	8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)	<input type="checkbox"/>	
	If serving high school students, describes how district/charter school informs parents of:	<input type="checkbox"/>	n/a
<input type="checkbox"/>	Transferability of courses to other public high schools; and	<input type="checkbox"/>	n/a
<input type="checkbox"/>	Eligibility of courses to meet college entrance requirements	<input type="checkbox"/>	n/a
<input type="checkbox"/>	Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	<input type="checkbox"/>	n.a
Strengths:			
Areas of Concern:			
Conclusions:			

<input type="checkbox"/>			
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.	<input type="checkbox"/>	
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>	81-98
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>	81-98
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>	81-98
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>	81-98
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>	81-98
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>	n/a
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>	81-98
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>	81-98
	If high school, graduation requirements defined.	<input type="checkbox"/>	n/a
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>	n/a
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter	<input type="checkbox"/>	81-98
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:	<input type="checkbox"/>	
<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of how the charter will address all 8 state priorities	<input type="checkbox"/>	81-98
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.	<input type="checkbox"/>	98-102
<input type="checkbox"/>	(B) The Academic Performance Index, as described in Section 52052	<input type="checkbox"/>	n/a
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,	<input type="checkbox"/>	n/a
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	<input type="checkbox"/>	81-98
<input type="checkbox"/>	(E) The English learner reclassification rate.	<input type="checkbox"/>	81-98
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	<input type="checkbox"/>	n/a
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	<input type="checkbox"/>	n/a
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:			
<input type="checkbox"/>	1) Attained its API growth target in the prior year, or in two of the last three years both school-wide and for all groups of pupils served (Also 3 yr. average during SBAC transition) EC 52052 (e) proxies include I. Most recent API calculation II. Average of 3 most recent API calculations III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups.	<input type="checkbox"/>	n/a
<input type="checkbox"/>	2) Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years	<input type="checkbox"/>	n/a

<input type="checkbox"/>	3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years.	<input type="checkbox"/>	n/a
<input type="checkbox"/>	4) Academic Performance of the charter school is at least equal to the academic performance of the public schools that the charter schools would have 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 served	<input type="checkbox"/>	10-25
<input type="checkbox"/>	5) Qualified for an alternative accountability system (EC 52052)	<input type="checkbox"/>	n/a
Strengths:			
Areas of Concern:			
Conclusions:			

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		98-102
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	<input type="checkbox"/>		98-102
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		98-102
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		98-102
	Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		98-102
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		98-102
<input type="checkbox"/>	LCFF/LCAP Assurance that methods of assessment are aligned with measurable student outcomes		<input type="checkbox"/>	
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	98-102
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, CELDT, etc.)		<input type="checkbox"/>	98-102
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	53-56
<input type="checkbox"/>	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		<input type="checkbox"/>	53-56
<input type="checkbox"/>	(E) Committed plan to share performance information with students, families and public agencies		<input type="checkbox"/>	53-56

Strengths:

Areas of Concern:

Conclusions:

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input type="checkbox"/>	101-108
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input type="checkbox"/>	101-108
	• Size/composition of board	<input type="checkbox"/>		101-108
	• Board committees or advisory councils	<input type="checkbox"/>		101-108
	• Board's scope of authority/responsibility/conflict of interest	<input type="checkbox"/>		101-108
<input type="checkbox"/>	Status as a non-profit or public school		<input type="checkbox"/>	101-102

<input type="checkbox"/>	If non-profit, provisions for liability of debts	<input type="checkbox"/>	101-102
	Has set of, proposed bylaws, policies or similar documents	<input type="checkbox"/>	App. 10
	Initial governing board members identified by name or the process used to select them	<input type="checkbox"/>	App. 10; 101-105
	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input type="checkbox"/>	101-105
<input type="checkbox"/>	Demonstrates compliance with Brown Act	<input type="checkbox"/>	104-105
<input type="checkbox"/>	Annual Review and Revision of the Local Control Accountability Plan (LCAP).	<input type="checkbox"/>	80; 105-107
Strengths:			
Areas of Concern:			
Conclusions:			

i			
<input type="checkbox"/>	Identifies whether or not in an independent LEA for special education purposes	<input type="checkbox"/>	60-71
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director	<input type="checkbox"/>	n/a
	<ul style="list-style-type: none"> Discussed special education responsibilities of charter 	<input type="checkbox"/>	
	<ul style="list-style-type: none"> Discussed application of SELPA policies 	<input type="checkbox"/>	
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures	<input type="checkbox"/>	56, 60-71
	<ul style="list-style-type: none"> Includes fiscal allocation plan 	<input type="checkbox"/>	App. 1
<input type="checkbox"/>	If charter not an independent LEA:	<input type="checkbox"/>	n/a
	<ul style="list-style-type: none"> Clarifies in charter the responsibilities of each party for service delivery 	<input type="checkbox"/>	
	<input type="checkbox"/> Referral	<input type="checkbox"/>	
	<input type="checkbox"/> Assessment	<input type="checkbox"/>	
	<input type="checkbox"/> Instruction	<input type="checkbox"/>	
	<input type="checkbox"/> Due Process	<input type="checkbox"/>	
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>	
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>	
<input type="checkbox"/>	If charter is LEA within County SELPA	<input type="checkbox"/>	
	<ul style="list-style-type: none"> Notifies SELPA Director of intent prior to February 1st of the preceding school year 	<input type="checkbox"/>	60-70
	<ul style="list-style-type: none"> Located within SELPA geographical boundaries 	<input type="checkbox"/>	60-70
	<ul style="list-style-type: none"> Provides current operating budget in accordance with Ed Code § 42130 and § 42131 	<input type="checkbox"/>	App. 1
	<ul style="list-style-type: none"> Provides assurances that all be instructed in safe environment 	<input type="checkbox"/>	60-70
	<ul style="list-style-type: none"> Provides copy of original charter petition and any amendments 	<input type="checkbox"/>	yes
	<ul style="list-style-type: none"> Responsible for any legal fees relating to application and assurances process 	<input type="checkbox"/>	60-70
	<ul style="list-style-type: none"> Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A) 	<input type="checkbox"/>	
	<ul style="list-style-type: none"> Meets the terms of all SELPA policies and procedures 	<input type="checkbox"/>	60-70
	<ul style="list-style-type: none"> Charter fiscally responsible for fair share of any encroachment on general funds 	<input type="checkbox"/>	App. 1
<input type="checkbox"/>	Petition includes the following assurances:	<input type="checkbox"/>	
	<ul style="list-style-type: none"> The charter will comply with all provisions of IDEA 	<input type="checkbox"/>	56-71
	<ul style="list-style-type: none"> No student will be denied admission based on disability or lack of available services 	<input type="checkbox"/>	56-71
	<ul style="list-style-type: none"> The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education 	<input type="checkbox"/>	56-71

<input type="checkbox"/>	Staff members providing special education services are appropriately credentialed	<input type="checkbox"/>	62
<input type="checkbox"/>	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs	<input type="checkbox"/>	82; 125
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student	<input type="checkbox"/>	61-71
<input type="checkbox"/>	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence	<input type="checkbox"/>	26-30; 61-71
<input type="checkbox"/>	Specialized instruction and services available at the school	<input type="checkbox"/>	55-76
<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)	<input type="checkbox"/>	74
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE	<input type="checkbox"/>	62-63
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timeline manner	<input type="checkbox"/>	59-65
<input type="checkbox"/>	A description of the school's "Search and Service" procedures	<input type="checkbox"/>	60-71
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.	<input type="checkbox"/>	69-71
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school	<input type="checkbox"/>	60-71
	Overview of how special education funding and services will be provided by:	<input type="checkbox"/>	App.1
	● Charter School	<input type="checkbox"/>	App.1
	● Charter Granting Agency	<input type="checkbox"/>	App. 1
	● SELPA		App. 1
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school	<input type="checkbox"/>	60-71
<input type="checkbox"/>	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	<input type="checkbox"/>	60-71
<input type="checkbox"/>	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	<input type="checkbox"/>	60-71
<input type="checkbox"/>	All staff members providing services to the student are familiar with the identified needs of the student	<input type="checkbox"/>	60-71
<input type="checkbox"/>	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	<input type="checkbox"/>	60-71
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	<input type="checkbox"/>	60-71
Strengths:			
Areas of Concern:			
Conclusions			
	Identifies roles and functions of staff members (including...)	<input type="checkbox"/>	109-121
	● Job Descriptions for Positions		
	● Identifies key staff positions with the charter school		
	Process for staff selection	<input type="checkbox"/>	121-125
	Procedure for adequate background checks	<input type="checkbox"/>	122-123

Salaries and benefits for all employees	<input type="checkbox"/>		78-79
Measures of assessment of performance	<input type="checkbox"/>		78
Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		109-121
<input type="checkbox"/> Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> ● Identifies whether these teachers will teach only within the restrictions of their credentials 		<input type="checkbox"/>	109-121
Verification that teachers and paraprofessionals who are required to be certified are "highly qualified" as required by the federal No Child Left Behind Act	<input type="checkbox"/>		n/a
Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	<input type="checkbox"/>		n/a
The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		109-121
Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	<input type="checkbox"/>		109-121
Explains how teachers will learn the curricula	<input type="checkbox"/>		76-80
Strengths:			
Areas of Concern:			
Conclusions:			
<input type="checkbox"/> Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	122-123
Outlines specific health and safety practices addressing such key areas as:	<input type="checkbox"/>		122-125
● Seismic safety (structural integrity and earthquake preparedness)	<input type="checkbox"/>		122-125
● Natural disasters and emergencies	<input type="checkbox"/>		122-125
● Immunizations, health screenings, administration of medications, employee TB testing	<input type="checkbox"/>		122-125
● Tolerance for use of drugs and/or tobacco	<input type="checkbox"/>		122-125
● Staff training on emergency and first aid response	<input type="checkbox"/>		122-125
● Description of the charter school's safety plan and disaster preparedness plan	<input type="checkbox"/>		122-125
References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		App. 11
<input type="checkbox"/> Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		<input type="checkbox"/>	122-123; App. 11
Strengths:			
Areas of Concern:			
Conclusions:			

Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	<input type="checkbox"/>		126
<ul style="list-style-type: none"> Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population 	<input type="checkbox"/>		126
Strengths:			
Areas of Concern:			
Conclusions			
<input type="checkbox"/> Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	128-130
<input type="checkbox"/> No contradiction of admissions requirements re: conversion schools and public random drawings <ul style="list-style-type: none"> Describes how random drawing will be conducted 		<input type="checkbox"/>	128-130
Clearly describes admissions requirements, including any preferences <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference 		<input type="checkbox"/>	128-130
Includes a copy of an annual parent/student contract, if available		<input type="checkbox"/>	n/a
Proposed admissions and enrollment process and timeline		<input type="checkbox"/>	128-130
<p><i>Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of race, gender, gender identity, gender expression, color, national origin or disability. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).</i></p>			
Strengths:			
Areas of Concern:			
Conclusions			
Procedure to select and retain independent auditor		<input type="checkbox"/>	127
Qualifications of independent auditor		<input type="checkbox"/>	127
Audit will employ generally accepted accounting procedures		<input type="checkbox"/>	127
Describe specific scope of audit		<input type="checkbox"/>	127
Timing of audit and whom it will be sent to		<input type="checkbox"/>	127
Process for resolving audit exceptions to satisfaction of granting agencies		<input type="checkbox"/>	127
Describes manner in which the audit will be made public		<input type="checkbox"/>	127
Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year			127

Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)				
Describes services the charter intends to contract out to the district or another provider (if not included in a memorandum of understanding)				
Describes manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the authorizing board				
Strengths:				
Areas of Concern:				
Conclusions				
	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		128
	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		128-141
	Reference to a comprehensive set of student disciplinary policies OR detailed process by which student may be suspended or expelled	<input type="checkbox"/>		128-141
	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		128-141
	Evaluation Criteria [5CCR § 11967.5.1(f)(10)] (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	<input type="checkbox"/>		128-141
	(B) Identify the procedures by which pupils can be suspended or expelled.	<input type="checkbox"/>		128-141
	(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	<input type="checkbox"/>		128-141
	(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	<input type="checkbox"/>		128-141
	(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	<input type="checkbox"/>		128-141
	What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		128-141
	Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		128-141

Describes appeal procedures	<input type="checkbox"/>		128-141
Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district	<input type="checkbox"/>		6
Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		128-141
Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		128-141
Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		128-152; (n/a)
Strengths:			
Areas of Concern:			
<input type="checkbox"/> Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	142
Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		147
Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		
Labor procedures which will be applied to employees	<input type="checkbox"/>		
Process for resolving complaints/grievances	<input type="checkbox"/>		
Process for ensuring due process	<input type="checkbox"/>		
Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		142
Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		76-81
Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		109
Strengths:			
Areas of Concern:			
Conclusions			
<input type="checkbox"/> States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	145-146
Strengths:			
Areas of Concern:			
Conclusions			

<input type="checkbox"/>	Description of employee rights upon leaving school district		<input type="checkbox"/>	146
	Acknowledgment whether collective bargaining contract in sponsor district will be controlling	<input type="checkbox"/>		149
	Whether and how charter school staff may resume employment within the district	<input type="checkbox"/>		146
	Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		
	Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	<input type="checkbox"/>		
	How employees will be paid (e.g. salaried, hourly, etc.)	<input type="checkbox"/>		
	Describes employee benefits	<input type="checkbox"/>		78-79
	Identifies intended employment status of charter school employees	<input type="checkbox"/>		149
	Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	<input type="checkbox"/>		142
	Describes how rights will be communicated to prospective employees	<input type="checkbox"/>		
Strengths:				
Areas of Concern:				
Conclusions				
	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		142-145
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		142-145
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		142-145
	<ul style="list-style-type: none"> ● Whether internal charter disputes may be brought to granting agency 	<input type="checkbox"/>		142-145
	<ul style="list-style-type: none"> ● Identifies specific parties to be involved at each step 	<input type="checkbox"/>		142-145
	<ul style="list-style-type: none"> ● Basic rules at each step 	<input type="checkbox"/>		142-145
	<ul style="list-style-type: none"> ● Which results are binding 	<input type="checkbox"/>		142-145
Strengths:				
Areas of Concern:				
Conclusions				
<input type="checkbox"/>	Whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	6-7
	If local district the employer, includes provisions clarifying charter's roles in collective bargaining	<input type="checkbox"/>		
	A declaration of whether charter school employees will be part of the collective bargaining unit in the sponsoring district	<input type="checkbox"/>		
	Statement that charter school employees who are part of the sponsoring district's or county's employee union will be employed under the terms of the district or country collective bargaining agreement	<input type="checkbox"/>		

If the petitioners elect not to have charter school employees join the sponsoring district's or county's employee union, a declaration as to whether petitioners intend to organize and bargain as a separate unit. Note the charter employees are not required to engage in collective bargaining, but they have that right if they choose as a group to do so.	□		
Strengths:			
Areas of Concern:			
Conclusions:			
□ Outlines an adequate process to be used if the charter school closes	□		146-148
Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)	□		146-148
What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county	□		146-148
Strengths:			
Areas of Concern:			
Conclusions			
REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)			
□ Outlines an adequate process to be used if the charter school closes	□		146-148
Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records	□		146-148
Strengths:			
Areas of Concern:			
Conclusions			
□ Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education?	□		151-152
Strengths:			
Areas of Concern:			
Conclusions:			
● First year operational budget includes:	□		App. 1
● Start-up costs	□		
● Cash flow for first three years	□		App. 1
● Financial projections for first three years	□		App. 1

Strengths:			
Areas of Concern:			
Conclusions:			
	● Number/types of students	<input type="checkbox"/>	App. 1
	● Number of staff	<input type="checkbox"/>	App. 1
	● Teacher/student ratio	<input type="checkbox"/>	App. 1
	● Facilities needs	<input type="checkbox"/>	App. 1
	● Whether the charter school will participate in the National School Lunch Program	<input type="checkbox"/>	App. 1
	● Costs of all major items are identified and within reasonable market ranges	<input type="checkbox"/>	App. 1
	● Revenue assumptions in line with state and federal funding guidelines	<input type="checkbox"/>	App. 1
	● Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	<input type="checkbox"/>	App. 1
	● Timeline allows window for grant applications to be submitted and funded	<input type="checkbox"/>	App. 1
Strengths:			
Areas of Concern:			
Conclusions:			
	● Clearly identifies most major start-up costs	<input type="checkbox"/>	App. 1
	● Staffing	<input type="checkbox"/>	App.1
	● Facilities	<input type="checkbox"/>	App. 1
	● Equipment and Supplies	<input type="checkbox"/>	App. 1
	● Professional Services	<input type="checkbox"/>	App. 1
	● Assumptions in line with overall school design plan	<input type="checkbox"/>	App. 1
	● Identifies potential funding source that could or would fund these costs	<input type="checkbox"/>	App. 1
	● Timeline allows for grant and fundraising	<input type="checkbox"/>	App. 1
Strengths:			
Areas of Concern:			
Conclusions:			
	● Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	<input type="checkbox"/>	App. 1
	● Revenue assumptions closely related to applicable state and federal funding formulas	<input type="checkbox"/>	App. 1
	● Expenditure assumptions reflect school design plan	<input type="checkbox"/>	App. 1
	● Expenditure assumptions reflect prevailing or market costs	<input type="checkbox"/>	App. 1
	● "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	<input type="checkbox"/>	App. 1
	● Strong reserve or projected ending balance (the larger of 2–5% of expenditure or \$25,000)	<input type="checkbox"/>	App. 1

<ul style="list-style-type: none"> If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Budget clearly indicates restricted versus general operating/flexible funds. 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Expenditure for sufficient insurance to name district as also insured/hold harmless agreement 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Expenditure sufficient for reasonably expected legal services 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Expenditure for Special Education excess costs consistent with current experience in county 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Description of all insurance the charter school will purchase, complete with annual cost 	<input type="checkbox"/>		App. 1
Strengths:			
Areas of Concern:			
Conclusions			
<ul style="list-style-type: none"> Monthly projection of revenue receipts in line with state/federal funding disbursements 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Expenditures projected by month and correspond with typical/reasonable schedules 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Show positive fund balance each month and/or identify sources of working capital 	<input type="checkbox"/>		App. 1
Strengths:			
Areas of Concern:			
Conclusions:			
<ul style="list-style-type: none"> Projects revenues and expenditures for at least three additional years (in addition to first year budget). 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Revenue assumptions based on reasonable potential growth in state and federal revenues 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Revenue assumptions based on reasonable student growth projections 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions. 	<input type="checkbox"/>		App. 1
<ul style="list-style-type: none"> Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits. 	<input type="checkbox"/>		App. 1
Strengths:			
Areas of Concern:			
Conclusions:			
<ul style="list-style-type: none"> Does the charter include an impact statement? 	<input type="checkbox"/>		153
<ul style="list-style-type: none"> Provides estimated numbers of students anticipated to enroll 	<input type="checkbox"/>		App. 1

	<ul style="list-style-type: none"> Identify whether or not will request district-owned facilities 	<input type="checkbox"/>		151-152
Strengths:				
Areas of Concern:				
Conclusions:				
	<ul style="list-style-type: none"> Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district 	<input type="checkbox"/>		153
	<ul style="list-style-type: none"> If not, does the Petition demonstrate any basis for an exception 	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Does the Petition identify where the school will operate 	<input type="checkbox"/>		151-152
	<ul style="list-style-type: none"> Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels 	<input type="checkbox"/>		App. 1
Strengths:				
Areas of Concern:				
Conclusions:				
	<ul style="list-style-type: none"> Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction. 	<input type="checkbox"/>		147
Strengths:				
Areas of Concern:				
Conclusions:				
	<ul style="list-style-type: none"> Specify where school intends to be located and describes facilities to be used by the charter school. 	<input type="checkbox"/>		151
	<ul style="list-style-type: none"> Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation. 	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. 	<input type="checkbox"/>		
	<ul style="list-style-type: none"> Transportation arrangements, if any. (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) 	<input type="checkbox"/>		
Strengths:				
Areas of Concern:				

Conclusions:				
	<ul style="list-style-type: none"> Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. 	<input type="checkbox"/>		150
	<ul style="list-style-type: none"> Liability of district/county to handle payments if charter school defaults: <ul style="list-style-type: none"> for schools organized pursuant to Non-Profit Benefit Corporation Law for schools not covered by Non-Profit Benefit Corporation Law AB 1994 General Assurances "Boiler Plate" Language 	<input type="checkbox"/>		
Strengths:				
Areas of Concern:				
Conclusions:				

Appendix BO-1: Budget Narrative & Cash Flow Statement

The Rocketship Los Suenos Academy Charter Renewal (“RLS”) financial statements include a five year pro-forma annual budget and a five year monthly cash flow statement including the periods 2019-20 to 2023-24.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for RLS will depend on the number of students enrolled and their demographics. Based on historical data this budget assumes 50.4 percent English Learners (EL), 89.4 percent Free and Reduced Lunch (FRL), and an unduplicated population of 90.1 percent. The Average Daily Attendance (ADA) is the aggregate attendance of a school during a reporting period divided by the number of days school is in session during this period. ADA is used to calculate many of the revenue sources. We assume ADA percentage of 95 percent.

The following table shows our projected enrollment and ADA.

Table A: Enrollment & ADA

	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	25	25	24	24	23
Kindergarten	77	84	84	84	84
1st Grade	77	85	90	90	90
2nd Grade	88	84	90	90	90
3rd Grade	68	84	80	80	80
4th Grade	82	63	77	77	77
5th Grade	38	30	26	27	32
Total	455	455	471	472	476
Average Daily Attendance					
ADA %	95%	95%	95%	95%	95%
Total	432	432	448	448	452

Enrollment patterns and attrition rates are monitored very closely when creating enrollment targets for Rocketship schools each year. Higher attrition rates are often experienced in the 5th grade, due to students moving onto middle school charters that start with 5th grade. Rocketship encourages this choice for their families. As a result, our schools can experience up to 70 percent attrition in higher grades due to students exercising choice with their middle school options.

Revenues

Factoring in all revenues at the school, per-pupil funding is approximately \$15K per ADA at RLS. State revenue streams provide the largest source of funding, constituting 90 percent of the charter school funding. All revenues are monitored throughout the year as the funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2019-20	2020-21	2021-22	2022-23	2023-24
Summary of Revenue Programs (Thousands)					
State Revenue	\$5,876	\$6,029	\$6,379	\$6,384	\$6,437
Federal Revenue	\$574	\$575	\$592	\$595	\$599
Local Revenue	\$12	\$12	\$12	\$12	\$12
Philanthropy	\$44	\$44	\$44	\$44	\$44
Total Revenues	\$6,505	\$6,659	\$7,027	\$7,035	\$7,092
<i>State % of Revenues</i>	<i>90.3%</i>	<i>90.5%</i>	<i>90.8%</i>	<i>90.7%</i>	<i>90.8%</i>
<i>Revenues per ADA</i>	<i>\$15,050</i>	<i>\$15,412</i>	<i>\$15,699</i>	<i>\$15,704</i>	<i>\$15,699</i>

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

	2019-20	2020-21	2021-22	2022-23	2023-24
State Revenues (Thousands)					
LCFF - State Aide	\$4,107	\$4,237	\$4,506	\$4,510	\$4,548
In Lieu of Property Tax	\$48	\$50	\$53	\$53	\$54
Prop 30 EPA	\$676	\$698	\$742	\$743	\$749
Mandate Block Grant	\$7	\$7	\$7	\$7	\$7
California Lottery	\$78	\$78	\$81	\$81	\$82
State Lunch Reimbursements	\$29	\$29	\$30	\$30	\$30
After School Education and Safety Program	\$113	\$113	\$113	\$113	\$113
SB740 Facilities Subsidy	\$496	\$496	\$513	\$514	\$518
One-time Funding	-	-	-	-	-
SPED State Revenue	\$322	\$322	\$333	\$334	\$337
Total State Revenue	\$5,876	\$6,029	\$6,379	\$6,384	\$6,437

Principal Apportionment

The LCFF FCMAT calculator is used to determine the LCFF projections for each year of the pro-forma. The supplemental and concentration grant components of LCFF are calculated based on the unduplicated population of the school and district the school is located. Rocketship Los Suenos is located in the Alum Rock School District, which has an unduplicated percentage of 86 percent. Therefore, RLS will qualify for concentration grant funding.

Based on historical disbursements, these projections assume 1 percent of the principal apportionment to be disbursed through property taxes, and 14 percent via the Education Protection Account.

Lottery & Mandate Block Grant

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$181 per year. Funding is based on annual ADA. Lottery funds are mainly allocated for general purpose use with slightly over 20 percent of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$16 per ADA.

Facilities Reimbursement (SB 740)

The California School Finance Authority administers a program to assist with facilities rent and lease expenditures for charter schools that meet certain eligibility criteria. In 2019-20, eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to \$1,147 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. Rocketship has assumed \$1,147 per ADA for SB740 revenue projections for 2019-20 and future years.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 55 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a student population that meets or exceeds 55 percent eligibility for free and reduced-price meals. RLS has far exceeded this percentage each year and thus qualified and received this funding in the past.

ASES & One-Time Funding

RLS has partnered with YMCA to run an after school program. This program has been funded by the After School Education and Safety Program for the last several years, and is assumed to continue to fund this program in the future.

Special Education

Rocketship provides special education services for all schools in its network, and works with the El Dorado County Special Education Local Planning Area (SELPA) to ensure resources are allocated across all schools to ensure compliant, efficient and effective delivery of services. RLS's state special education funding includes general state aid of \$745 per ADA. In addition to state special education funding, the revenue projection for RLS also assumes \$139 per ADA of federal special education funding. Federal funding is based off of previous year's ADA.

Federal Revenues

As a direct-funded charter school, RLS 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

	2019-20	2020-21	2021-22	2022-23	2023-24
Federal Revenues (Thousands)					
Title I	\$204	\$204	\$211	\$211	\$213
Title II	\$22	\$22	\$22	\$22	\$22
Title III	\$23	\$23	\$24	\$24	\$24
IDEA	\$59	\$60	\$60	\$62	\$62
National School Lunch Program	\$266	\$266	\$275	\$275	\$278
Total Federal Revenue	\$574	\$575	\$592	\$595	\$599

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent per guardian income levels. RLS provides universal breakfast to all its students. For this budget, we assume that 70 percent of our students will be eligible to receive federal funding reimbursements per meal per day for lunch meals. For operational purposes, we project that 100 percent of all students receive lunch, based on historical percentages. Additional receipts from paid student meals are included in the budget as local revenue. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title I, II, & III

Title I funding is used to improve the academic achievement of economically disadvantaged students. The funding is calculated based on the number of students qualifying for free and/or reduced meals. We conservatively project \$550 per identified pupil. Title II funding is used to improve the quality of teaching and principal leadership. These projections assume \$22,000 per school each year. Finally, Title III funding is used for language instruction for limited English proficient and immigrant students. With a large portion of English Language Learner (ELL) students Title III funding is based off \$120 per ELL ADA.

Expenditures

The projected expenditures up through 2023-2024 are shown below and are followed by a summary of assumptions for some of the larger expenses.

working with a certificated teacher. As students matriculate to older grades RLS allows for some natural attrition to bring these class sizes down to around 28:1. In terms of ratios, as shown below in Table F, the ratio of instructional staff to students is approximately 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

	2019-20	2020-21	2021-22	2022-23	2023-24
Instructional Staff Ratio					
Total Enrollment	455	455	471	472	476
Teachers	16	16	17	17	17
Tutors	2	2	2	2	2
Special Education Teachers	3	3	3	3	3
Para-Professionals	3	3	3	3	3
Total Instructional Staff	24	24	25	25	25
<i>Student : Instructional Staff Ratio</i>	<i>19</i>	<i>19</i>	<i>19</i>	<i>19</i>	<i>19</i>

Teachers at RLS will be supported by a Principal and three Assistant Principals. Additionally, RLS will have support staff to assist with operations and personalized learning within the Learning Lab. Special Education staffing is staffed based on the schools special education population. As of 2019-20 approximately 11.5 percent of the RLS student body qualifies for special education.

The staffing tables associated with our financial projections are shown below:

Table G: Staffing Model

	2019-20	2020-21	2021-22	2022-23	2023-24
Instructional Staff Ratio					
Total Enrollment	455	455	471	472	476
Teachers	16	16	17	17	17
Tutors	2	2	2	2	2
Special Education Teachers	3	3	3	3	3
Para-Professionals	3	3	3	3	3
Total Instructional Staff	24	24	25	25	25
<i>Student : Instructional Staff Ratio</i>	<i>19</i>	<i>19</i>	<i>19</i>	<i>19</i>	<i>19</i>

	2019-20	2020-21	2021-22	2022-23	2023-24
Staffing Model					
Instructional Staff					
Teachers					

Transitional Kindergarten	1.0	1.0	1.0	1.0	1.0
Kindergarten	2.5	2.5	3.0	3.0	3.0
1st Grade	2.5	2.5	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	2.0	3.0	3.0	3.0	3.0
5th Grade	2.0	1.0	1.0	1.0	1.0
Special Education Specialists	3.0	3.0	3.0	3.0	3.0
Total Teachers	19.0	19.0	20.0	20.0	20.0
Tutors/Para-Professionals					
Transitional Kindergarten	-	-	-	-	-
Kindergarten	-	-	-	-	-
1st Grade	0.5	0.5	0.5	0.5	0.5
2nd Grade	0.5	0.5	0.5	0.5	0.5
3rd Grade	0.5	0.5	0.5	0.5	0.5
4th Grade	0.5	0.5	0.5	0.5	0.5
5th Grade					
Para-Professional	3.0	3.0	3.0	3.0	3.0
Total Tutors/Para-Professionals	5.0	5.0	5.0	5.0	5.0
Total Instructional Staff	24.0	24.0	25.0	25.0	25.0
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	3.0	3.0	3.0	3.0	3.0
Total School Leaders	4.0	4.0	4.0	4.0	4.0
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)	5.4	5.4	5.5	5.5	5.6
Total Other Non-Instructional Staff	10.4	10.4	10.5	10.5	10.6
Total Non-Instructional Staff	14.4	14.4	14.5	14.5	14.6
Total Staffing	38.4	38.4	39.5	39.5	39.6

The average salary and wage structure for key staff positions are listed in Table H.

Table H: Average Budgeted Salary by Position

	2019-20	2020-21	2021-22	2022-23	2023-24
Average Budgeted Salary by Position					
Instructional Positions					
Teachers (incl. Special Ed Teachers)	\$69,975	\$70,675	\$71,381	\$72,095	\$72,816
Tutors/Para-Professionals	\$35,875	\$36,234	\$36,596	\$36,962	\$37,332
Non-Instructional Positions					
Principal	\$125,745	\$127,002	\$128,272	\$129,555	\$130,851
Assistant Principal	\$98,980	\$99,970	\$100,969	\$101,979	\$102,999
Office Manager	\$66,155	\$66,817	\$67,485	\$68,160	\$68,841
Business Operations Manager	\$83,325	\$84,158	\$85,000	\$85,850	\$86,708

Table I: Employee Benefits

	2019-20	2020-21	2021-22	2022-23	2023-24
Employee Benefits (Thousands)					
Medical / Dental / Vision	\$274	\$277	\$289	\$293	\$293
Workers Compensation	\$45	\$45	\$47	\$47	\$48
Social Security / FICS / Medicare	\$76	\$76	\$78	\$79	\$80
STRS Retirement	\$321	\$362	\$379	\$383	\$386
403(b) Match	\$25	\$25	\$26	\$26	\$27
PTO Payout	\$28	\$28	\$29	\$29	\$29
Total Benefits	\$768	\$814	\$848	\$857	\$862

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. RLS'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 19.1 percent by 2020-21. 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

	2019-20	2020-21	2021-22	2022-23	2023-24
Books & Supplies (Thousands)					
Curriculum	\$96	\$96	\$96	\$96	\$96
Instructional Supplies	\$84	\$84	\$84	\$84	\$84
Non-Instructional Supplies	\$38	\$38	\$38	\$38	\$38
Software Programs (Admin & Assessments)	\$24	\$24	\$24	\$24	\$24
Student Computer Equipment	\$34	\$34	\$34	\$34	\$34
Other Non-Cap. Equipment & Furniture	\$27	\$27	\$27	\$27	\$27
Total Books & Supplies	\$302	\$302	\$302	\$302	\$302
Food Service (Thousands)					
Student Food Services	\$306	\$306	\$317	\$317	\$320
Total Food Service	\$306	\$306	\$317	\$317	\$320

Many of the core programming cost projections are based upon a per pupil allotment, such as food, instructional supplies, textbooks, and some assessments. With technology an innovative component of our school model, schools spend approximately \$40K on online-learning curricula each year for use in the learning labs. Chromebooks are projected based on new student enrollment and pre-determined life-cycle for existing equipment. The budget assumes a 2.5:1 student to Chromebook ratio, with a 3 year-life.

Table K: Other Discretionary Expenses

	2019-20	2020-21	2021-22	2022-23	2023-24
Other Operating Expenses (Thousands)					
Travel & Conferences	\$8	\$5	\$5	\$5	\$5
Dues & Memberships	\$12	\$4	\$4	\$4	\$4
Communications	\$27	\$24	\$25	\$25	\$25
Insurance	\$11	\$11	\$12	\$12	\$12
Utilities	\$64	\$66	\$66	\$66	\$66
Copier Leases	\$46	\$44	\$44	\$44	\$45
Facility Maintenance & Repairs	\$32	\$20	\$42	\$42	\$42
Facility Lease Expense	\$850	\$854	\$854	\$854	\$854
Total Other Operating Expenses	\$1,051	\$1,028	\$1,051	\$1,051	\$1,051

Many of the operating cost projections are based upon historical averages experienced at RLS, 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 RLS. Costs for insurance are an enrollment-based allocation of Rocketship’s overall schools commercial insurance package.

Facility Lease Expense

In 2010, RLS entered into a lease for its location at 321 South 34th Street. RLS has a current long term facility lease with average lease payment of \$853K per year and expiration in 2052.

Traditional public schools have a significant cost advantage for facilities costs when compared to charter schools for several reasons: (a) much of the facility costs in existing traditional public schools are based on schools that were built many years ago when costs for land and buildings were significantly less than the cost of land acquisition and construction that Rocketship schools are forced to pay; (b) Rocketship is obligated to finance its own buildings and land and is not permitted to access low-cost state financing like traditional public schools nor to access additional sources like parcel taxes to offset costs; and (c) most of Rocketship’s schools are built in high-density areas rather than on land that was previously used for other, less congested (e.g. agricultural) purposes.

Rocketship’s lease expense line item is determined based on a number of facility-related components including:

- Debt service, covering land acquisition and construction
- Ground leases, when required
- Taxes & insurance
- Maintenance and cap-ex reserves
- Property management fees

The financial projections for RLS include a lease cost of approximately \$853K per year. SB740 is a restricted revenue source and only used to cover RLS’s lease expense. As shown in Table L this revenue stream relieves approximately 58 percent of this cost for the school.

Table L: SB740 Impact

	2019-20	2020-21	2021-22	2022-23	2023-24
<i>SB740 Impact (Thousands)</i>					
SB740 Revenue	\$496	\$496	\$513	\$514	\$518
Lease Expense	\$850	\$854	\$854	\$854	\$854
<i>SB740 Relief</i>	58%	58%	60%	60%	61%
<i>Net Lease Burden to School</i>	\$355	\$358	\$340	\$340	\$336

Expenses in this next section are primarily based on preliminary negotiations with prospective service providers or based on historical amounts at RLS. We make note of items below as needed to explain our budgeting assumptions.

Table M: Professional Services

	2019-20	2020-21	2021-22	2022-23	2023-24
Professional Services (Thousands)					
Professional Development	\$94	\$94	\$94	\$94	\$94
SPED Consultants	\$59	\$59	\$59	\$59	\$59
Other Consultants	\$92	\$92	\$92	\$92	\$92
IT Support	\$22	\$22	\$22	\$22	\$22
Custodial Services	\$61	\$61	\$61	\$61	\$61
Health & Testing	\$4	\$4	\$4	\$4	\$4
After School Program	\$113	\$113	\$113	\$113	\$113
Substitutes	\$46	\$46	\$46	\$46	\$46
Field Trips	\$39	\$39	\$39	\$39	\$39
Other Services	\$27	\$27	\$27	\$27	\$27
Authorizer Oversight	\$48	\$50	\$53	\$53	\$54
SPED Admin Fee	\$13	\$13	\$13	\$13	\$13
Central Office Allocation Fee	\$892	\$892	\$892	\$892	\$892
Total Professional Services	\$1,509	\$1,510	\$1,514	\$1,514	\$1,515

Professional Development

Professional development includes both certification costs and costs for other professional development of administrators, teachers, and staff.

SPED Consultants

Special Education Consultant costs include outsourced service provider costs. Rocketship also employs multiple psychologists, speech language pathologists and occupational therapists at the regional level to serve their Bay Area schools.

After School Program

The After School Program and Safety Grant covers the majority of RLS's After School Program. YMCA covers the remaining cost of the program.

Substitute Teacher Costs

Teacher substitute provisions are included for both projected sick and personal leave as well as for professional staff development leave. Ten days per year per teacher FTE are projected for all forms of leave. For each day of leave per teacher FTE, \$250 has been assumed for teacher substitute provisions.

Estimates are based 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 RLS.

Field Trips

Schools are budgeted \$5,500 per grade for field trips; these costs have been projected based on historical experience at RLS.

Other Services

The budget line item for “Other Services” includes the following external expenses: audit fees, and security services.

Authorizer Oversight & SELPA Admin Fee

Authorizer oversight is the fee charged by each charter authorizer. We assume 1 percent of principal apportionment revenue is budgeted for all our Rocketship schools in the Bay Area. As a member of the El Dorado County SELPA, RLS 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, student achievement and student/parent engagement. By centralizing certain services we are able to provide more efficient and effective delivery of various support services. These centralized services include, but are not limited to:

Programmatic Services:

- Curriculum & Assessment
- Instructional Leadership
- Recruitment
- Lottery Management
- Student Data Analysis
- Parent & Community Engagement

Operational Services:

- Payroll
- Accounting & Financial Reporting
- Procurement
- Human Resources
- Legal Support
- IT Support
- Operational Policy Support
- Authorizer Relations

To cover the cost of these services listed above, schools are charged 15 percent revenue which is transferred to the central office (Note some reimbursed revenues are not included, i.e. lunch revenues).

Ending Cash Balance

RLS will maintain a healthy cash reserve over the next five year. The projected reserves will be monitored and adjusted and refined as decisions and updates are provided relative to state funding

amounts as well as when refinements or updates are made to the projected spending plan for the school.

Table N: Statement of Activities & Cash Reserve Balance

	2019-20	2020-21	2021-22	2022-23	2023-24
Statement of Activities (Thousands)					
Revenues					
State Revenue	\$5,876	\$6,029	\$6,379	\$6,384	\$6,437
Federal Revenue	\$574	\$575	\$592	\$595	\$599
Local Revenue	\$12	\$12	\$12	\$12	\$12
Grants & Fundraising	\$44	\$44	\$44	\$44	\$44
Total Revenues	\$6,505	\$6,659	\$7,027	\$7,035	\$7,092
Expenses					
Certificated Salaries	\$1,878	\$1,895	\$1,984	\$2,003	\$2,022
Classified Salaries	\$616	\$620	\$627	\$633	\$639
Employee Benefits	\$768	\$814	\$848	\$857	\$862
Books & Supplies	\$302	\$302	\$302	\$302	\$302
Food Service	\$306	\$306	\$317	\$317	\$320
Other Operating Expenses	\$1,051	\$1,028	\$1,051	\$1,051	\$1,051
Professional Services	\$1,509	\$1,510	\$1,514	\$1,514	\$1,515
Interest & Capital Outlay	\$27	\$46	\$46	\$46	\$46
Total Expenses	\$6,457	\$6,521	\$6,689	\$6,723	\$6,756
Increase/Decrease of Net Assets	\$49	\$138	\$338	\$312	\$335
Beginning Cash Balance	\$1,609	\$1,481	\$1,418	\$1,501	\$1,534
Ending Cash Balance	\$1,481	\$1,418	\$1,501	\$1,534	\$1,986
Reserve Balance (% of Expenditures)	22.9%	21.7%	22.4%	22.8%	29.4%

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). State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. The Economic Protection Account flows quarterly in September, December, March and June. In Lieu Property Tax is disbursed monthly starting in August.

California Lottery

State Lottery payments, paid according to the prior year's ADA, are projected to be disbursed in January (25 percent), March (25 percent) and October (50 percent).

Title Funding

Title payments are projected to be paid in January (25 percent) and April (75 percent).

Free and Reduced Meals Program

Payments are made after RLS 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.

Expenditure

The most significant areas of RLS'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 Los Suenos — Summary Cash Flow Projections												
2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,608,644	1,254,360	888,777	960,517	863,161	857,096	928,836	1,161,192	1,063,836	1,163,701	1,455,700	1,358,344
Total Receipts	221,432	225,458	599,560	430,464	521,755	599,560	760,176	430,464	627,685	819,819	430,464	590,137
Total Disbursements	(575,716)	(591,041)	(527,820)	(527,820)	(527,820)	(527,820)	(527,820)	(527,820)	(527,820)	(527,820)	(527,820)	(467,414)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(354,284)	(365,583)	71,740	(97,356)	(6,065)	71,740	232,356	(97,356)	99,865	291,999	(97,356)	122,723
Ending Cash Balance	1,254,360	888,777	960,517	863,161	857,096	928,836	1,161,192	1,063,836	1,163,701	1,455,700	1,358,344	1,481,067
2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,481,067	1,162,264	817,191	884,175	788,444	784,001	862,732	1,096,570	1,000,839	1,107,695	1,402,188	1,306,457
Total Receipts	227,942	232,096	616,760	442,297	533,585	616,760	771,866	442,297	644,885	832,521	442,297	587,790
Total Disbursements	(534,245)	(564,668)	(549,776)	(538,028)	(538,028)	(538,028)	(538,028)	(538,028)	(538,028)	(538,028)	(538,028)	(476,718)
Total Other Disbursement & Financing	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(318,803)	(345,073)	66,983	(95,731)	(4,443)	78,732	233,837	(95,731)	106,857	294,492	(95,731)	111,072
Ending Cash Balance	1,162,264	817,191	884,175	788,444	784,001	862,732	1,096,570	1,000,839	1,107,695	1,402,188	1,306,457	1,417,529
2021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,417,529	1,053,695	709,319	799,732	716,354	724,512	826,673	1,084,507	1,001,129	1,131,415	1,449,503	1,366,124
Total Receipts	241,971	246,388	654,314	468,775	560,311	654,314	809,988	468,775	682,439	870,241	468,775	624,304
Total Disbursements	(593,304)	(578,264)	(563,901)	(552,153)	(552,153)	(552,153)	(552,153)	(552,153)	(552,153)	(552,153)	(552,153)	(489,861)
Total Other Disbursement & Financing	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(363,834)	(344,376)	90,413	(83,379)	8,158	102,161	257,834	(83,379)	130,286	318,088	(83,379)	134,443
Ending Cash Balance	1,053,695	709,319	799,732	716,354	724,512	826,673	1,084,507	1,001,129	1,131,415	1,449,503	1,366,124	1,500,568
2022-23	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,500,568	1,121,179	761,692	849,849	764,046	769,786	869,691	1,125,405	1,039,602	1,167,632	1,485,748	1,399,945
Total Receipts	242,190	246,612	654,906	469,198	560,741	654,906	810,716	469,198	683,031	873,117	469,198	624,869
Total Disbursements	(596,578)	(581,099)	(566,750)	(555,001)	(555,001)	(555,001)	(555,001)	(555,001)	(555,001)	(555,001)	(555,001)	(490,848)
Total Other Disbursement & Financing	(25,000)	(25,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(379,388)	(359,487)	88,157	(85,803)	5,740	99,905	255,714	(85,803)	128,030	318,116	(85,803)	134,021
Ending Cash Balance	1,121,179	761,692	849,849	764,046	769,786	869,691	1,125,405	1,039,602	1,167,632	1,485,748	1,399,945	1,533,966
2023-24	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,533,966	1,559,915	1,138,323	1,217,651	1,290,470	1,285,889	1,376,965	1,625,106	1,528,922	1,648,122	1,958,631	1,862,447
Total Receipts	713,412	248,672	660,370	642,114	564,713	660,370	817,435	473,110	688,495	879,803	473,110	630,081
Total Disbursements	(601,005)	(583,806)	(569,584)	(557,836)	(557,836)	(557,836)	(557,836)	(557,836)	(557,836)	(557,836)	(557,836)	(495,388)
Total Other Disbursement & Financing	(86,458)	(86,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)
Change in Cash	25,949	(421,591)	79,327	72,820	(4,581)	91,076	248,141	(96,184)	119,201	310,509	(96,184)	123,235
Ending Cash Balance	1,559,915	1,138,323	1,217,651	1,290,470	1,285,889	1,376,965	1,625,106	1,528,922	1,648,122	1,958,631	1,862,447	1,985,683

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Transitional Kindergarten (K4) STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Weeks	8		n/a
Math Unit 1 Counting & Numbers to 10	27	NS 1 PK.CC.1 - 4	The focus of this unit is on practicing rote counting and understanding numbers to 10. Students learn how to write them, spell them, and count quantities within that amount.
Math Unit 2 Patterns & Sorting	15	AF 1 & 2 PK.CC.6 PK.OA.2 PK.MD.2	Students build mathematical reasoning by recognizing and extending simple patterns. They also practice ordering language (first, last, next, before, after) with patterns. Students also practice sorting, as well as identifying which object does/doesn't belong with a given set of objects.
Math Unit 3 Comparing Numbers	19	NS 2.1 & 2.2 PK.CC.5	Students work on comparing groups of objects by matching and counting. They also explore the idea of one more and one less.
Science Unit 1 Pushes and Pulls	14	K.PS2-1 K.PS2-2	Students will think about the guiding question "How can you move something heavy?" by observing the effect of pushing and pulling motions on different objects. Students will also explore speed and direction with the guiding question "What happens when two toy cars collide?"
Math Unit 4 Beginning Geometry	25	G.1 PK.G.1 - 5	Students work on identifying, building, drawing and composing 2-D and 3-D shapes.
Math Unit 5 Beginning Measurement	21	M.1 & G.2 PK.MD.1 - 2	This unit focuses on describing the position of objects as well as describing their measurable attributes (size, length, height, weight, color, etc).
Math Unit 6 Representing Data	17	AF 1 & NS 2 PK.MD.2	Students work on collecting & representing data using tables, tally marks and graphs. Students practice describing their data using comparison language.
EOY Review & Testing	16		n/a
Science Unit 2 Energy from the Sun	14	K.PS3-1 K.PS3-2	Students will explore the guiding question "Why do we use umbrellas at the beach" to understand the effects of the sun on our daily lives.
Close Week	4		n/a

Kindergarten (K5) STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	8		n/a
Math Unit 1 Numbers to 20	26	K.CC.1 - 5	Students practice counting and understanding numbers to 20 during this first unit. They work on how to write numbers, spell them in word form, and count quantities within that amount.
Math Unit 2 Matching & Sorting Shapes	21	K.CC.5 K.G.1 - 4 K.MD.3	Students work on understanding 2-D & 3-D shapes, practicing identifying, describing, building, and drawing them. They also begin work with sorting and matching, using their new understanding of shapes and attributes to sort items into categories. Counting work continues as they are asked to count the amount in each category after sorting.
Math Unit 3 Composing & Decomposing Shapes	14	K.G.5 - 6 1.G.3	Students continue working with shape by decomposing and composing them. Additional geometry work is also covered such as beginning to explore equal shares (halves and fourths), and lines of symmetry.
Science Unit 1 Materials and Motion: Part 1	14	K.PS2-1 K.PS2-2 K.PS3-1 K.PS3-2	Students work with five different wood samples to observe their properties. Students observe and compare the properties of ten kinds of paper and go on a hunt for matching samples.
Math Unit 4 Comparing, Adding & Subtracting Numbers to 20	23	K.CC.6 - 7 K.OA.1 - 5 K.NBT.1	Examination of numbers to 20 continues, with students comparing sets and numbers to 20. They also work on composing and decomposing numbers, finding pairs to 10 as well as representing teens numbers as a ten and loose ones. Students start number stories to contextualize part-whole relationships and join & separate scenarios.
Math Unit 5 Measurement & Data	25	K.MD.1 - 3 1.MD.4	Students practice describing objects by measurable attributes (big, tall, short, etc) and comparing different objects by attribute. Sorting work continues, making categories by different attributes of objects, and sorting categories by count. Students also work with data, representing and interpreting basic sets of data in bar graphs and pictographs
Math Unit 6 Working with Money & Telling Time	15	1.MD.3 2.MD.8	Students work with coins, learning the names and values of each and using skip counting skills to determine the value of basic collections.. Students end the unit by learning how to tell time to the hour and half hour.
EOY Flex Days & Testing	16		n/a
Science Unit 2 Materials and Motion: Part 2	14	K.PS2-1 K.PS2-2 K.PS3-1 K.PS3-2	Students observe and compare the properties of ten kinds of fabric and search for different ways fabrics are used. Students investigate the strength of pushes and pulls needed to move objects.
Close Days	4		n/a

Grade 1 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	8		n/a
Math Unit 1 Addition & Subtraction Strategies to 20	19	1.OA.3 1.OA.5 - 8	Students build fluency with addition & subtraction within 20, focusing on making 10s and building automaticity with addition & subtraction within 10. Strategies include counting on and counting back, decomposing and renaming numbers, and finding benchmark pairs.
Math Unit 2 Place Value & Comparing Numbers	23	1.NBT.1 - 3 1.OA.6	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a ten unit. They also use place value to compare numbers.
Math Unit 3 Addition & Subtraction within 50	24	1.OA.3 -4 1.OA.8 1.NBT.4	Students focus on the relationship between addition and subtraction, properties of operations and place value with numbers within 50.
Science Unit 1 Air and Weather: Part 1	15	1.ESS1-1 & 2 K.ESS2-1 K-ESS3-3 2.PS1-1	Students explore the phenomenon that air is matter and can push objects around. Students observe phenomena in the sky—weather and clouds, the Sun, and the Moon. They observe and record how the objects move, looking for patterns.
Math Unit 4 Length & Data	18	1.OA.4 1.NBT.3 1.MD.1 -2 1.MD.4	Students practice length measurement and comparing lengths. They create bar graphs and ask/answer questions about data. The connection is built between more than/less than statements about length and data to addition and subtraction situations.
Math Unit 5 Addition & Subtraction within 100	19	1.OA.3 1.OA.8 1.NBT.2 1.NBT.4 - 6	Students continue practice with addition and subtraction strategies with larger numbers. Strategies center around use of models and drawings, properties of operations, and the inverse relationship between addition and subtraction.
Math Unit 6 Shapes & Time	20	1.MD.3 1.G.1 - 3	Students work with defining attributes and composite shapes. They also explore equal shares of shapes and build connections with telling time to the hour and half hour.
EOY Flex days & Testing	16		n/a
Science Unit 2 Air and Weather: Part 2	14	1.ESS1-1 1.ESS1-2 K.ESS2-1 K-ESS3-3 2.PS1-1	Students investigate the phenomenon of air in motion. Students look for patterns in phenomena they observe over time—Moon phase, amount of daylight, and weather conditions.
Close Days	4		n/a

Grade 2 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	8		n/a
Math Unit 1 Place Value	23	2.NBT.1 - 4 2.NBT.8 2.MD.8	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a hundred unit. Students begin working with money, including pennies, dimes, and dollars, to complement place value and bundling. They also practice skip counting, mentally finding 10 or 100 more/less than a number based on place value strategies.
Math Unit 2 Addition & Subtraction within 200	21	2.NBT.5, 7, 9 2.MD.10 2.MD.6	Students work on building addition and subtraction strategies with 100s, 10s and 1s units, focusing on composing and decomposing a single hundred. They also use the number line to represent sums and differences.
Math Unit 3 Addition & Subtraction within 1,000	22	2.NBT.1 2.NBT.5 - 7 2.NBT.9 2.MD.8	Students extend addition & subtraction strategies to larger numbers, applying computation strategies to work with money. Complexity of working with money increases as other coins are introduced.
Science Unit 1 Pebbles, Sand, and Silt: Part 1	15	2ESS1-1 2.ESS2-1 - 2 2PS1-2	Students are introduced to the phenomenon that rocks are not all the same. Students investigate a mixture of different-sized river rocks as a phenomenon.
Math Unit 4 Measurement	20	2.MD.1 - 4 2.MD.6 2.MD.9- 10	Students measure lengths of objects, compare lengths, and make a line plot representing measurements. Students continue work with bar graphs, connecting them to length measurement.
Math Unit 5 Time & Equal Shares	19	2.MD.7 2.G.1 & 3	Students work to understand equal shares and partitioning shapes, extending this to telling time - recognizing an analog clock as a circle that has been partitioned into equal slices (halves for half hours, quarters for quarter hours, etc.).
Math Unit 6 Multiplication Foundations	18	2.OA.3 - 4 2.G.2	Exploring repeated addition, even and odd numbers, and arrays in preparation for multiplication.
EOY Flex Days & Testing	16		n/a
Science Unit 2 Pebbles, Sand, and Silt: Part 2	14	2ESS1-1 2.ESS2-1 - 3 2PS1-2	Students learn how people use earth materials to construct objects. Students first investigate a common phenomenon on the surface of Earth—soil.
Close Days	4		n/a

Grade 3 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	3		n/a
Math Unit 1 Place Value, Addition & Subtraction	23	3.NBT.1 - 2 3.MD.1 3.OA.5 3.OA.9	Students use their place value understanding from grade 2 to explore rounding, as well as to build additional fluency with addition & subtraction. Elapsed time is covered as a natural extension of adding/subtracting on the number line. Addition and subtraction patterns are covered as well.
Math Unit 2 Multiplication & Division Part 1	19	3.OA.1 - 2 3.OA.4 3.OA.6 - 7	This unit focuses on foundational understandings of multiplication & division and on the relationship between the two: recognizing situations, modeling with manipulatives, and fact families.
Math Unit 3 Multiplication & Division Part 2	18	3.OA.4 - 6 3.OA.7 & 9 3.MD.3 3.NBT.3	Students focus on building multiplication & division strategies and properties, along with exploring multiplication & division patterns. Scaled pictographs and bar graphs are covered as well, as they rely on multiplication & division to interpret.
Science Unit Motion and Matter	20	3.PS2-1 - 4	Students explore phenomena that can affect the motion of masses—the forces of magnetism and gravity. Students use a variety of systems as phenomena to explore patterns of motion. Students tackle an engineering design challenge in incremental steps. Students extend grade two experiences with matter by using tools to quantify data to develop evidence for the phenomenon of conservation of mass.
Math Unit 4 Area & Perimeter	19	3.OA.4 - 5 3.MD.5 - 8 3.G.1	Students explore area and perimeter concepts, as well as attributes of shapes, which they use to solve area and perimeter problems.
Math Unit 5 Fractions as Numbers	16	3.NF.1 - 3 3.MD.5 3.G.2	Students work to understand fractions as part of or all of a whole, making use of both shape models and quantities on a number line. Students make use of benchmark fractions to estimate size as well as to assist in comparisons. All fractions used in this unit are less than or equal to one whole.
Math Unit 6 Fraction Equivalency	19	3.NF.1 - 3 3.MD.4 3.G.2	Students focus on the idea of equivalence and equivalent fractions, learn about fractions greater than one whole, and represent measurement data using line plots. Comparison work continues, including mixed numbers and improper fractions, both representing fractions greater than one.
EOY Review	20	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	10		n/a
Unit 7	9		Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.
Close Days	4		n/a

Grade 4 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	3		n/a
Math Unit 1: Place Value, Addition & Subtraction	18	4.NBT.1 - 4 4.MD.1 4.MD.3	Students extend their understanding of place value to numbers within 1,000,000, as well as explore rounding to any place. They anchor their place value understandings around the relationship to the number 10, and master the addition & subtraction algorithm based on the base-10 system. Students also work on converting units of metric measurement as an application of their base-10 understanding.
Math Unit 2: Multiplication & Division	22	4.OA.1 4.NBT.5-6 4.OA.4-5 4.MD.1 4.MD.3	Students explore multiplication as comparison, as well as continue building procedural fluency with multi-digit multiplication & division. Students work with factors and multiples, as well as prime & composite numbers. Students use multiplication & division to solve a variety of measurement problems, including conversion of standard units of measurement, and area & perimeter problems.
Math Unit 3: Fraction Equivalency	16	4.NF.1 - 2 4.MD.2 - 4	Students build deep understanding of fraction equivalence and ordering, generating equivalent fractions and using this as a strategy for comparison.
Science Unit Soils, Rocks, and Landforms	20	4.ESS1-1 4.ESS2-1-2 4.ESS3-1-2	Students engage firsthand with a variety of phenomena in the natural world, including soils, erosion, the earth's mountains, and the earth's natural resources. They investigate the properties of soil by comparing four different soils, use stream-table models to observe that water moves earth materials from one location to another, and build a model of a mountain landform.
Math Unit 4: Fraction Operations	21	4.NF.3-4 4.MD.2 - 4	Using their understanding of fraction equivalency, students begin to add fractions, as well as multiply fractions by whole numbers, which they understand as repeated addition of fractional parts. Students also make line plots with fractional scales
Math Unit 5: Decimal Fractions	15	4.NF.5 - 7 4.MD.2-3	Students explore decimal fractions as a special type of fraction, learning about decimal notation, and performing operations and comparisons with decimal fractions.
Math Unit 6: Lines & Angles	18	4.MD.5 - 7 4.G.1 - 3	Students explore a variety of geometry and measurement concepts including, perpendicular and parallel lines, types of triangles, lines of symmetry and angle measurement.
EOY Review	20	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	10		n/a
Unit 7	9		Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.
Close Days	4		n/a

Grade 5 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	3		n/a
Math Unit 1: Decimal Place Value, Addition & Subtraction	19	5.NBT.1 - 4 5.NBT.7 5.MD.1	Students deepen their grasp of our number system by increasing their knowledge of place value relationships. Students use exponents to represent powers of 10 and learn metric conversions in connection with place value relationships. Students also read, write, compare, round, add and subtract decimals to the thousandths place
Math Unit 2: Multiplication & Division	22	5.OA.1 - 2 5.NBT.5 - 7 5.MD.1 5.NBT.1	Students will master the formal algorithm for multiplication and work with larger numbers in division. Multiplication and division of decimals is also practiced. Students will write and interpret numerical expressions, including grouping symbols, and work with word problems that focus on US customary/standard units, recognizing and emphasizing conversion factors other than 10.
Math Unit 3: Addition & Subtraction of Fractions	19	5.NF.1-2 5.MD.2	Students formalize their strategies for adding and subtracting fractions with unlike denominators. Students build and interpret line plots using fractional scales.
Science Unit Earth and Sun	20	5.ESS1-1 - 2 5.ESS2-1 - 2 5.ESS3-1	Students observe and investigate a variety of natural phenomena relating to the earth and sun: including outdoor shadows, reflecting light in the sky, the Earth's atmosphere, energy transfer & water on Earth.
Math Unit 4: Multiplication & Division of Fractions	21	5.NBT.7 5.NF.3 - 7 5.MD.2	This unit focuses on multiplication and division of fractional units (in both fraction and decimal notation). Students learn to interpret fractions as division of the numerator by the denominator, as well as view multiplication as scaling. Work focuses on problems involving these computations, including those with area and line plots.
Math Unit 5: Volume & Shapes	16	5.MD.3 - 5 5.G.3 - 4 5.NF.5 - 6 5.MD.1	Volume is the focus of this unit, building on students' understanding of multiplication, division and area. Students build proficiency with name properties of shapes, allowing them to accurately place quadrilaterals in a hierarchy.
Math Unit 6: The Coordinate Plane	15	5.OA.3 5.G.1 - 2 5.NF.6 - 7 5.MD.1	Students prepare for algebraic work by exploring patterns and relationships between numeric terms. Students also learn how to graphically represent relationships between numbers on the coordinate plane.
EOY Review	20	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	10		n/a
Unit 7	9		Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.
Close Days	4		n/a



PBIS Handbook

PBIS & School Culture Mission

Our schools are safe and positive environments where all students feel supported and are able to excel academically while developing the social skills they need to be happy, productive, and fulfilled humans who can pursue their dreams.

PBIS Vision

The Positive Behavior Intervention and Supports (PBIS) team is made up of teachers, school leaders, and support staff that support the creation of a Tier 1 culture on our campus. We set behavior expectations and incentives for all spaces to create a Rocketeer experience where students can feel joy and success by living our core values everyday. At the core of our vision is a team of teachers committed to teaching social emotional skills and upholding behavior expectations.

Why is PBIS important? Classroom and behavior management is a skill that even seasoned teachers must constantly practice. PBIS provides guidelines at the school level to help you better prepare for, manage, and teach these behaviors. Using your PBIS team as a resource helps make you a better teacher!

PBIS Keys Pieces

- PBIS Team Make-Up, page 2
- Schoolwide Rules and Expectations, page 5
- Behavior Matrix, pages 5-6
- Incentive Matrix (Students), page 7
- Incentive Matrix (Staff), page 8
- TLAC Skills for School Culture, page 9

Who is our PBIS team?

Role:	Description of Role:	Team Member:
PBIS Lead	Leads the team and is the point of contact with the entire school leader team to make sure Tier 1 stays top of mind!	
Character Education Lead	Ensures fidelity of SEL curriculum implementation	
Data Lead	Inputs SWIS data and pulls graphs for student huddles, SSTs, behavior plans.	
Reinforcements Lead	Makes sure individual, classroom, and school-wide incentives are being used with fidelity.	
Staff Lead	Plans staff events and incentives.	

PBIS

The Positive Behavior team fits into a larger framework called Multi-Tiered System of Supports (MTSS) that aims to meet the needs of all Rocketeers academically, socially, and behaviorally. We believe that these three (academic, social, behavior) form the foundation for student success and are codependent. Outlined below are the Tiers we utilize when thinking about PBIS and the supports/resources we have at Rocketship.

The Behavior Domain



Core Component of PBIS	How we do this within Rocketship's PBIS practices
Behavior Expectations Defined	<ul style="list-style-type: none"> • First week teaching and practicing behavior expectations • Behavior Matrix (see below)
Behavior Expectations Taught	<ul style="list-style-type: none"> • Direct teaching in classroom: Practicing systems and routines • Social-Emotional Learning Curriculum 5x/week
Reward System for Appropriate Behavior (always rewarding students who meet behavior expectations for Rocketship core values)	<ul style="list-style-type: none"> • Clip Chart tied to incentives • Core Value Rockets tied to incentives (i.e. student store) • Class-wide incentives (i.e., class points earns special lunch party) • School-wide incentives (i.e., school earns water fight or pie-the-principal)
Clearly Defined Consequences for Problem Behavior	<ul style="list-style-type: none"> • Systems for Sand, Pebbles, Rocks, Boulders (teacher/SL owned behaviors) • See Our Behavior Approach
Differentiated Instruction for Behavior	<ul style="list-style-type: none"> • Tier 2 supports including CICO and Social Skills Groups • Tier 3 supports including Individualized Counseling and Individualized Behavior Intervention Plans • See full Menu of SEB Interventions
Continuous Collection and Use of Data for Decision Making	<ul style="list-style-type: none"> • Behavior Discipline Forms (BDFs) • Social Emotional Screener (SES) • CICO data • Social Skills groups pre/post test data • Individualized progress monitoring for students receiving Tier 3 supports
Universal Screening for Behavior Support	<ul style="list-style-type: none"> • BDFs • SES

Schoolwide Rules and Expectations

List 3-5 positively stated rules that will be posted in all spaces (classrooms, hallways, bathrooms).

1. Be responsible for your actions.
2. Be respectful of your classmates, teachers, and your property.
3. Show empathy to others.
4. Be persistent in your work.
5.

Behavior Matrix: Determine what each expectation looks like and sounds like in each space. This is what you reinforce.

	Classroom	Restroom	Hallways	Learning Lab	Lunch area	Recess	Launch/ Landing
Respect	<p>Eyes tracking the speaker.</p> <p>Active Listening and Nonverbal responses.</p> <p>Using the correct Zone.</p>						
Responsibility	<p>Homework: Complete, Neat, and high quality.</p> <p>Materials are organized and easy to find.</p> <p>Sitting in LEARN/STAR/RISE/FUERZA</p> <p>Classwork: Full effort is given every time.</p>						
Persistence	<p>Staying focused on all tasks.</p> <p>Not giving up when you make a mistake.</p> <p>Building stamina and independence.</p> <p>Using Multiple Strategies to solve problems.</p> <p>Respecting and celebrating differences.</p>						

Student Reinforcement Matrix:

Guidelines:

- Should be at least 2-3 examples at each level.
- Should focus on behavior/culture expectation (but can include academics)
- Should not be punitive (i.e. the entire class/school should earn classroom and long term celebrations).

Type:	What:	Where:	When:	Who/To Whom?:	Why? Purpose	Redemption
High Frequency/ Daily & Weekly (Individual Student & Staff Recognition)	Core Value Rockets	In all spaces, including lunch and recess.	Teachers: Hand out at least 20+ rockets a day for wanted behaviors.	All students recognized individually.	Reinforces schoolwide behavior expectations	PBIS Store Weekly Drawing at launch Fall/Winter/Spring Carnival
	Super Purple on Clip Chart					
Medium Frequency/ Intermittent (Classroom and/or Designated Group of Students Recognition)	Teachers choice!					
	Guidelines: The ENTIRE class must earn.					
Long Term (School-wide Celebrations OR PBIS sponsored events)	Scholars: Bookoween (PBIS sponsored event)	2 school-wide earned events				
	Winter Festival (whole school must earn # of tickets)	3 PBIS sponsored events (unearned)				
	Talent Show (PBIS sponsored event)					
	Pajama/Movie Day (whole school must earn # of tickets)					
	Field Days (PBIS sponsored event)					

Staff Reinforcement Matrix

Type:	What:	Where:	When:	Why? Purpose	Redemption
High Frequency/ Daily & Weekly (Individual Staff Recognition)					
Medium Frequency/ Intermittent					
Long Term (School-wide Celebrations OR PBIS sponsored events)					

TLAC Skills for School Culture

TLAC Skill	Description	Preventative	Consequence
Setting and Maintaining High Behavioral Expectations			
100%	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	✘	
What to Do	Give directions to students in a way that provides clear and useful guidance - enough to allow any student who wanted to do as asked to do so easily.	✘	
Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.	✘	
Do it Again	Doing it again and doing it right or better or perfect is often the best consequence.		✘
Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	✘	
Sweat the Details	To reach the highest standards, you must create the perception of order.	✘	
No Warning	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.		✘
Building Character and Trust			
Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	✘	
Precise Praise	Use positive reinforcement as a powerful classroom tool	✘	
Warm/Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	✘	
The J Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.	✘	
Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	✘	

The Shortest Distance Curriculum: Actions and Conversations Inspired by Stories

Unit 1: Respect, Inclusion, & Welcome

Unit 1	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
Week 1 (3 Days)	I'm Like You, You're Like Me	I'm New Here Someone New	We respect ourselves and one another by appreciating our differences, listening to all voices, and welcoming everyone.	<ul style="list-style-type: none"> Students are prompted and redirected to consider if their comments about differences are kind or unkind Students ask a teacher or an adult if they are curious about a difference they observe Students are praised for asking one another their names and using names (rather than pointing or describing another person) Students listen and take turns; a talking piece can be used to help students practice the flow of turn-taking when speaking Students are prompted or praised for including others and noticing someone who is left out or "new" in the community Students are praised for turn-taking and sharing Students greet one another and staff by name
Week 2	Martha Walks the Dog (Bonus: The Bad Seed)	The Bad Seed (Bonus: Don't Call Me Monster)	<i>I can show that you are welcome in our community by learning your name and listening to your voice.</i>	
Week 3	Tacky the Penguin Colorful World	Who Counts?	<i>I can show that you are welcome in our community by including you and making sure you don't feel left out.</i>	
Week 4	That's Not Fair Fair is Fair	That's Not Fair Fair is Fair	<i>I can show respect by accepting that we may have different needs.</i>	
Week 5	What if Everybody Did that?	What if Everybody Did That? Marvelous Cornelius	<i>I can show respect for you and your time by thinking before I act and asking myself "What if everybody did that?"</i>	
Week 6	Thank you, Omul The Big Umbrella	Mama Panya's Pancakes The Big Umbrella	<i>I can show respect for you by sharing with you and welcoming you (because there is room for everyone).</i>	
Week 7	One Green Apple All Are Welcome	The Day You Begin All Are Welcome	<i>I can show respect for you by listening to you and thinking about how it feels to be "new" in a community.</i>	



Community Meeting

1

This Week's Big Questions



We all have different abilities and different needs.

How did Henry feel at the beginning of the story? Why did he feel this way?
 How did Henry feel at the end of the story?
 What do you think "fair" means?
 What do both texts tell us about fairness?
 Do you agree with Henry's mom and the zookeeper? *Make connections with other stories or examples from your own life.*

2

Day 1

3

Share Out: Want or Need?

What does it mean to "need" something? What is something you need every day?
 What does it mean to "want" something? What is something you want (but may not need)?
 How are these two words different?



4

Review: We Are Rocketeers

Belief #1: Every Rocketeer Counts!

We are all Rocketeers and each of us is important to our classroom community. Each person in this community should feel welcome and important here. There are students at our school who need different accommodations. We provide what students need to help them be successful!



Objective

I can show respect by accepting that we may have *different* needs.



5

6

Day 1: Reading Focus

Have you ever felt like you were *different* than other people or noticed another person who was different from the group? Today we are going to talk about differences and why different students **need** different things.

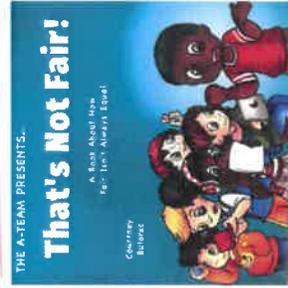


Illustration: C. B. Zwick, E. (2010). *That's not fair!* A book about differences and why different students need different things. Seattle, WA: P.E.L. Consulting.

7

8



Think About the text...Day 1

What is Henry frustrated by at school?

Have you ever felt like Henry? Why do you think Max might have the ball at his desk?

What do you think his Mom might say to him about this problem?



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Making Connections



Have you ever noticed students at our school that use different tools (glasses, wheelchairs, headphones) or have accommodations like breaks from class?

Do you think students have accommodations because they want them or because they need them? What is the difference between *wanting* something and *needing* it?

14

Closing

Today we read about a school like ours. Each student has different abilities and different needs. Sometimes we feel like Henry and think "That's not fair!"

How can you show kindness and help those who have different needs than you do today?



15

Day 2

16

Share Out: Want or Need?

Which pictures show something you *need*?

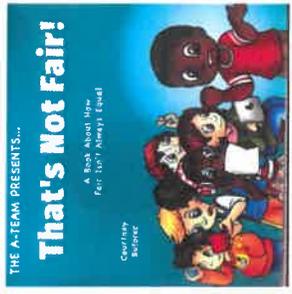
Which pictures show something you may *want*?

How are these two words different?



Day 2: Reading Focus

Yesterday we began reading about Henry and his experience at school. Henry is frustrated by the accommodations he sees other students receive. Let's see what perspective he gains today as he discusses his feelings with his Mom.



That's Not Fair!
A Book About How Fair Isn't Always Fair

THE A-TEAM PRESENTS...
Cynthia Kujawa

Buller, C., & Zivov, E. (2010). *That's not fair: A book about how fair isn't always fair* (The team presents, 2). Seattle, WA: PRC Consulting.



One day, I talked to my mom about it. "Mom, why do these kids get to go different ways from school? Why do they get to play with toys in class, have gum, and even treat?"

"It's not fair, first I don't get that."

"You're right. I see. The thing is, these 'special' boxes, is there anything else from your house is different about kids in your class?"

"Yes, I see."

Buller, C., & Zivov, E. (2010). *That's not fair: A book about how fair isn't always fair* (The team presents, 2). Seattle, WA: PRC Consulting.



"What about how Julie uses a wheelchair? You don't have a wheelchair. Do you think that's not fair?"

"That's different, mom. She can't walk, so she needs the wheelchair to get to school." I said.

"Okay, Henry, what about Tom? He wants glasses on you think that's not fair?" She pointed out.

"That's also different. Tom's the only one without them."

HENRY'S 5TH B-DAY

SUMMER CAMP

Buller, C., & Zivov, E. (2010). *That's not fair: A book about how fair isn't always fair* (The team presents, 2). Seattle, WA: PRC Consulting.



Closing

There will always be children and adults with different abilities and needs. Our differences make us unique and we can learn to have empathy for the needs of others. How can you show kindness and help those who have different needs than you do today?



29

Day 3

30

Share Out

What different needs does it look like each of these students have?



31

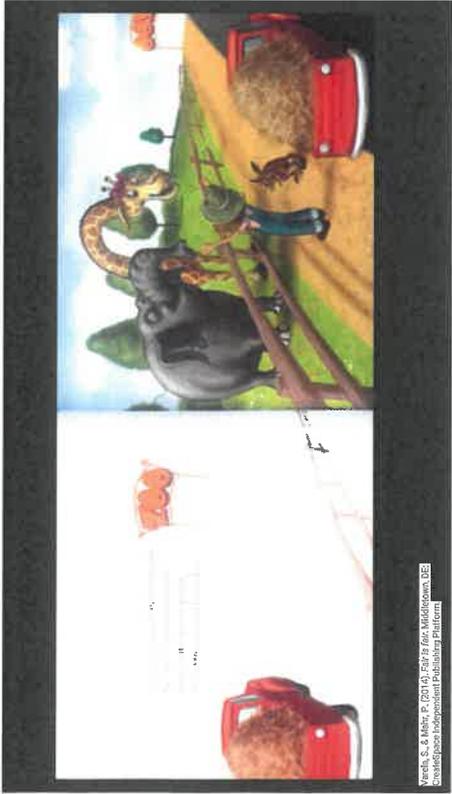
Day 3: Reading Focus

Yesterday we finished reading about Henry and his experience of fairness. Today we will read another story and continue to think about what "fair" means to different people (or animals) with different needs.



Yonks, S., & Mohr, P. (2014). Fair in the Middle Town, DE: GoodSpace Independent Publishing Platform.

32



Words: S. E. Mays, P. Goffin, E. Feltz for the Middlemarket, LLC
 Illustration: Independent Publishing Platform



She gave Hare a handful of food
 She gave Giraffe a whole hayrack full,
 And she gave Elephant a whole truckload!

Words: S. E. Mays, P. Goffin, E. Feltz for the Middlemarket, LLC
 Illustration: Independent Publishing Platform

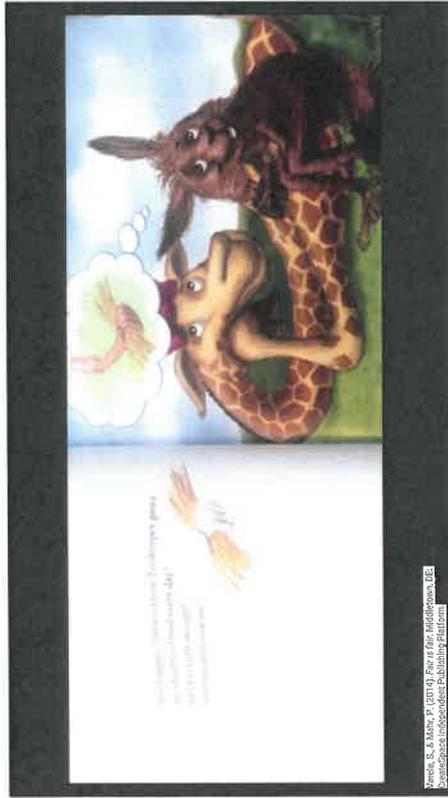


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Wendt, S., & Mohr, P. (2019). *Four for Four*. Middleboro, DE: CreateSpace Independent Publishing Platform.



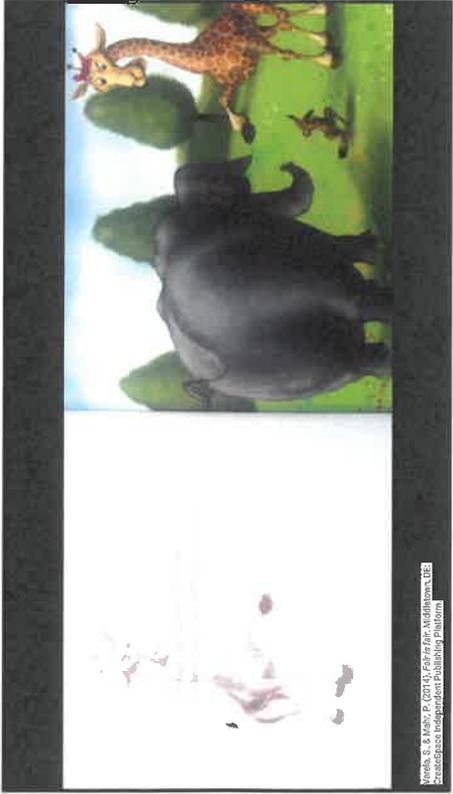
Wendt, S., & Mohr, P. (2019). *Four for Four*. Middleboro, DE: CreateSpace Independent Publishing Platform.



Wendt, S., & Mohr, P. (2019). *Four for Four*. Middleboro, DE: CreateSpace Independent Publishing Platform.



Wendt, S., & Mohr, P. (2019). *Four for Four*. Middleboro, DE: CreateSpace Independent Publishing Platform.



Ward, S. & Moore, P. (2014). *Five in One: A Story from the
Zimbabwean Independent Publishing Platform*



Ward, S. & Moore, P. (2014). *Five in One: A Story from the
Zimbabwean Independent Publishing Platform*



Ward, S. & Moore, P. (2014). *Five in One: A Story from the
Zimbabwean Independent Publishing Platform*

Think About the text...Day 3

At the beginning of the book, how did each animal feel about the amount of food they received?

What causes the animals to become angry?

What does the giraffe suggest that they all do? Do you think this will work? Why or why not?

Closing

This week we have been focusing on fairness and the difference between a "want" and a "need." Sometimes we will feel frustrated that someone else has something that we should have, and it is right to be frustrated. But sometimes, we are upset because someone else has a different need than we do. We are all learning what fairness means (adults too!) What does "fair" mean to you?



Day 4

Share Out

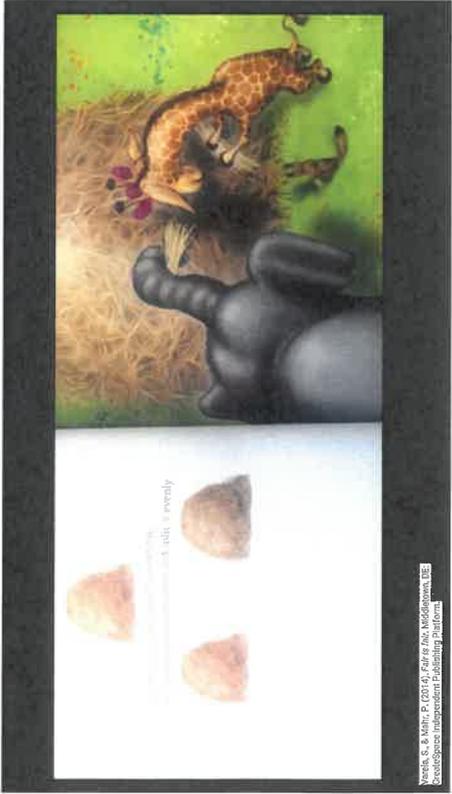
How did you make someone else feel welcome or included this week (even if they are different than you)?



Day 4: Reading Focus



Yesterday we began reading about three animals and the food they need. The animals were happy with what the received until, they realized it was not the same amount. Today we will continue thinking about the complexities of what is truly "fair."



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Closing

This week we have been focusing on fairness and the difference between a "want" and a "need." The zookeeper showed she loved each animal by giving them the right amount of food. Today before you say "that's not fair!" stop, take a breath, and consider if you have the exact same need as the other person.



61

Day 5

62

Share Out

Has someone else shown kindness to you in your community this week?
What did they do or say?



Perloff, A., & Kaufman, S. (2010). All are welcome (P1st ed.). New York: Allred A. Knopf

63

Review: Want or Need?

This week we considered what it means to "want" something and what it means to "need" something. Our community is full of members that have different wants and needs. Before you say "that's not fair," think about if what you are asking for is truly something you need or something you want.



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FAIR IS NOT ALWAYS EQUAL.

Teaching is a lot like **Doctoring**

So far, you've learned with different needs:

- I like my mom's softest!
- My stomach hurts!
- Only one kid smells stronger than me!

It's the same thing for all of them!

Here's some cough medicine!

And that's not fair.

http://www.hopkinspublishing.com/wordpress/wp-content/uploads/2015/09/09-17-19-1.pdf

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It's the same thing in a classroom.

Every student has different needs:

- I have trouble focusing for more than 10 min.
- I can talk about what I know better than I can write about it.
- I think better when my hands are busy.
- I can't get a pen or pencil.

So different students should get different things to help them succeed.

And that's what makes a classroom fair for everyone!

Adapted from Teaching Strategies by Whitney Rouse and Kristina Johnson, Authors of The Smart Design for Learning in Action by Whitney Rouse. www.hopkinspublishing.com | 800.541.3777

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This Week's Big Questions

That's Not Fair!

"We all have different abilities and different needs."

How did Henry feel at the beginning of the story? Why did he feel this way?
How did Henry feel at the end of the story?

What do you think "fair" means?

What do both texts tell us about fairness? Do you agree with Henry's mom and the zookeeper? Make connections with other stories or examples from your own life.

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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.



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® lessons 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.



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:
<p>Self-Awareness</p> <ul style="list-style-type: none"> • Recognize & name emotions • Understand reasons & circumstances for feelings • Know needs & values • Describe interests & values • Accurately assess strengths & challenges 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Self-Management</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a taking voice/face/body • Demonstrate how to use <i>Cool Down</i> 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 <i>Stop hands</i> 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 	<ul style="list-style-type: none"> • Demonstrate talking tone of voice, face & body (positive nonverbal communication) • Demonstrate <i>Cool Down</i> 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 <i>Big mean things that aren't true</i> • 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 <i>knowing look</i> to help peers redo hurtful moments • Identify ways to warn others when upset • Use self-regulation tools to manage expressions of pride without bragging

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:
<p>Social Awareness</p> <ul style="list-style-type: none"> • Understand others' perspectives, feelings & points of view • Show empathy & sensitivity to others' feelings • Recognize & appreciate individual & group similarities & differences • Show respect to others 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <i>first impressions</i> • 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
<p>Relationship Skills</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrate saying hello & giving <i>Friendly Signals</i> 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 	<ul style="list-style-type: none"> • Demonstrate how to use greetings & <i>Friendly Signals</i> 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
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Analyze & identify problems • Use social decision-making skills • Respond constructively to interpersonal obstacles • Conduct self with moral & personal responsibility 	<ul style="list-style-type: none"> • Identify strategies to stay safe when trying new things • Demonstrate how to tell the truth • Name how to solve problems through curiosity 	<ul style="list-style-type: none"> • Stand up for what is right • Stand up for self & others • Demonstrate how to <i>bounce back</i> 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
<p>* 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)</p>		



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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, Ruitter, 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; Eibertson, 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 north-eastern 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 writ-

ten 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 \times 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)

Cluster	Openness		Delivery	
	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 stu-

dents' 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	—
<i>M</i>	105.52	2.71	4.08
<i>SD</i>	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 empiri-

cal 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 \times Dosage \times 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 (<i>n</i> = 387)	Social Problem-Solving Skills (<i>n</i> = 812)	Social Competence (<i>n</i> = 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)***
<i>Level 1 (Student)</i>			
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)***
<i>Level 2 (Teachers)</i>			
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 <i>R</i> ²	39.83	50.66	46.72
Model 2 <i>R</i> ²	87.00	86.01	69.75
Δ <i>X</i> 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 out-

comes. 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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Peter Salovey, PhD, Provost of Yale University, is the Chris Argyris Professor of Psychology. He joined the Yale faculty in 1986 after receiving an AB and AM from Stanford University and a PhD from Yale. He has authored or edited 13 books translated into 11 languages and has published more than 350 journal articles and essays, focused primarily on human emotion and health behavior. With John D. Mayer, he developed the broad framework called emotional intelligence and for decades has studied the profound effect that measurable emotional skills have on thinking and action. In his research on health behavior, he investigates the effectiveness of health promotion messages in persuading people to change risky behaviors and adapt healthy ones.

ELA STEM ILS	TKA	Cohort ELA STEM ILS	KA	KB	KC	Cohort ELA STEM ILS	1A	1B	1C	Cohort ELA STEM ILS	2A	
	Kochiyama		Milk	King	Parks		Itlliong	Ochoa	Kahlo		Obama	
	ELIJAH #205		GRAEFF	LUNA	GRAEFF		FINLAYSON	LUNA	FINLAYSON		BENAVIDEZ	
	SEPULVEDA #217			COOPER #202			DECOCK					
PERAZA (KA, KB) & SEPULVEDA (KC)			PERAZAA (1B, 1C) & Cooper(1A)									
7:45	Launch	7:45	Launch			7:45	Launch			7:45		
7:50												
7:55												
8:00												
8:05												
8:10	Breakfast & Community Meeting	8:10	Breakfast and Community Meeting			8:10	Breakfast and Community Meeting			8:10	Breakfast	
8:15												
8:20												
8:25	Hum. 205	8:25	STEM - 5	LL	Hum - 5	8:25	Enrichment	Hum - 5	Hum - 5	8:25	STEM	
8:30		STEM - 10	Hum - 10		8:30	Hum - 10		Hum - 10	8:30	STEM		
8:35		STEM - 15	Hum - 15		8:35	Hum - 15		Hum - 15	8:35	STEM		
8:40		STEM - 20	Hum - 20		8:40	Hum - 20		Hum - 20	8:40	STEM		
8:45		STEM - 25	Hum - 25		8:45	Hum - 25		Hum - 25	8:45	STEM		
8:50		STEM - 30	Hum - 30		8:50	Hum - 30	Hum - 30	8:50	STEM			
8:55		STEM - 35	Hum - 35		8:55	Hum - 35	Hum - 35	8:55	STEM			
9:00		STEM - 40	Hum - 40		9:00	Hum - 40	Hum - 40	9:00	STEM			
9:05		Hum.	9:05		217	Hum - 45	Hum - 45	9:05	Hum - 45	Hum - 45	9:05	214
9:10		Hum.	9:10		STEM - 55	Hum - 50	Hum - 50	9:10	Hum - 50	Hum - 50	9:10	STEM
9:15	Hum.	9:15	STEM - 60	Hum - 55	Hum - 55	9:15	Hum - 55	Hum - 55	9:15	STEM		
9:20	Hum.	9:20	STEM - 65	Hum - 60	Hum - 60	9:20	202	Hum - 60	Hum - 60	9:20	STEM	
9:25	Hum.	9:25	STEM - 70	Hum - 65	Hum - 65	9:25	Hum - 65	Hum - 65	9:25	STEM		
9:30	Hum.	9:30	STEM - 75	Hum - 70	Hum - 70	9:30	LL	Hum - 70	Hum - 70	9:30	STEM	
9:35	Hum.	9:35	STEM - 80	Enrichment	218	9:35	LL	204	216	9:35	STEM	
9:40	Dev. Play	9:40	STEM - 85	Hum.	Hum.	9:40	LL	Hum - 85	Hum - 85	9:40	STEM	
9:45		STEM - 90	Hum - 90	9:45	Hum - 90	Hum - 90	9:45	Hum - 90	Hum - 90	9:45	STEM	
9:50		Hum - 95	Hum - 95	9:50	Hum - 95	Hum - 95	9:50	Hum - 95	Hum - 95	9:50	STEM	
9:55		Hum - 100	Hum - 100	9:55	Hum - 100	Hum - 100	9:55	Hum - 100	Hum - 100	9:55	STEM	
10:00		Hum - 105	Hum - 105	10:00	Hum - 105	Hum - 105	10:00	Hum - 105	Hum - 105	10:00	STEM	
10:05	Recess	10:05	STEM - 110	Hum - 110	Hum - 110	10:05	STEM	Hum - 110	Hum - 110	10:05	STEM	
10:10		STEM - 115	Hum - 115	10:10	STEM	Hum - 115	Hum - 115	10:10	STEM			
10:15		STEM - 120	Hum - 120	10:15	STEM	Hum - 120	Hum - 120	10:15	STEM			
10:20		STEM - 125	Hum - 125	10:20	STEM	Hum - 125	Hum - 125	10:20	STEM			
10:25		STEM - 130	Hum - 130	10:25	STEM	Hum - 130	Hum - 130	10:25	STEM			
10:30	Lunch	10:30	STEM - 135	Hum - 135	Hum - 135	10:30	STEM	Hum - 135	Hum - 135	10:30	STEM	
10:35		STEM - 140	Hum - 140	10:35	STEM	Hum - 140	Hum - 140	10:35	STEM			
10:40		STEM - 145	Hum - 145	10:40	STEM	Hum - 145	Hum - 145	10:40	STEM			
10:45		STEM - 150	Hum - 150	10:45	STEM	Hum - 150	Hum - 150	10:45	STEM			
10:45		STEM - 155	Hum - 155	10:45	STEM	Hum - 155	Hum - 155	10:45	STEM			

ELA STEM ILS	TKA	Cohort ELA STEM ILS	KA	KB	KC	Cohort ELA STEM ILS	1A	1B	1C	Cohort ELA STEM ILS	2A	
	Kochiyama		Milk	King	Parks		Itliong	Ochoa	Kahlo		Obama	
	ELIJAH #205		GRAEFF	LUNA	GRAEFF		FINLAYSON	LUNA	FINLAYSON		BENAVIDEZ	
			SEPULVEDA #217				COOPER #202					
	PERAZA (KA, KB) & SEPULVEDA (KC)			PERAZAA (1B, 1C) & Cooper(1A)				DECOCK				
10:50	Transition	10:50		STEM - 60	Hum - 150	10:50	STEM	Hum - 150	Hum - 150	10:50	LL	
10:55	Hum.	10:55		STEM - 65	Hum - 155	10:55	STEM	Hum - 155	Hum - 155	10:55	LL	
11:00	Hum.	11:00		STEM - 70	Hum - 160	11:00	STEM	Hum - 160	Hum - 160	11:00		
11:05	Hum.	11:05	Lunch			11:05	Recess			11:05	Enrichment	
11:10	Hum.	11:10				11:10				11:10		
11:15	Hum.	11:15				11:15				11:15		
11:20	Hum.	11:20				11:20				11:20		
11:25	Hum.	11:25	Transition			11:25	Transition			11:25	HUM	
11:30	Hum.	11:30				11:30				11:30		
11:35	205	11:35	Recess			11:35	Lunch			11:35	Hum - 10	
11:40	Hum.	11:40				11:40				11:40		
11:45	Hum.	11:45				11:45				11:45		
11:50	Hum.	11:50				11:50				11:50		
11:55	Hum.	11:55	LL	217	Hum - 165	11:55	202	Hum - 165	Hum - 165	11:55	Hum - 30	
12:00	Hum.	12:00		Hum - 170	Hum - 175	12:00	STEM	Hum - 175	Hum - 175	12:00	Hum - 35	
12:05	Hum.	12:05	STEM - 85	Hum - 175	Hum - 180	12:05	STEM	Hum - 180	Hum - 180	12:05		
12:10	Hum.	12:10	STEM - 90	Hum - 180	Hum - 5	12:10	STEM	Hum - 180	Hum - 180	12:10		
12:15	Hum.	12:15	Hum - 5	Hum - 5	LL	12:15	HUM	STEM - 5	Enrichment	12:15		
12:20	Hum.	12:20	Hum - 10	Hum - 10	LL	12:20	HUM	STEM - 10		12:20		
12:25	Hum.	12:25	Hum - 15	Hum - 15	LL	12:25	HUM	STEM - 15		12:25		
12:30	Hum.	12:30	Hum - 20	Hum - 20	LL	12:30	HUM	STEM - 20		12:30		
12:35	Hum.	12:35	Hum - 25	Hum - 25	217	12:35	HUM	STEM - 25	Enrichment	12:35		
12:40	Hum.	12:40	Hum - 30	Hum - 30		12:40	HUM	STEM - 30		12:40		
12:45	Hum.	12:45	Hum - 35	Hum - 35		LL	12:45	HUM		STEM - 35	12:45	
12:50	Hum.	12:50	Hum - 40	Hum - 40		LL	12:50	HUM		STEM - 40	12:50	
12:55	Hum.	12:55	Hum - 45	Hum - 45	LL	12:55	HUM	STEM - 45	LL	12:55		
1:00	Hum.	1:00	Hum - 50	Hum - 50	LL	1:00	HUM	STEM - 50		1:00		
1:05	Hum.	1:05	Hum - 55	Hum - 55	LL	1:05	HUM	STEM - 55		1:05		
1:10	Hum.	1:10	Hum - 60	Hum - 60	LL	1:10	HUM	STEM - 60		1:10		
1:15	Hum.	1:15	Hum - 65	Hum - 65	Enrichment	1:15	HUM	STEM - 65	LL	1:15		
1:20	Hum.	1:20	Hum - 70	Hum - 70		1:20	HUM	STEM - 70		1:20		
1:25	Hum.	1:25	Hum - 75	Hum - 75		1:25	HUM	STEM - 75		1:25		
1:30	Hum.	1:30	Hum - 80	Hum - 80		1:30	HUM	STEM - 80		1:30		
1:35	Hum.	1:35	Hum - 85	Hum - 85	218 204	1:35	HUM	STEM - 85	LL	1:35		
1:40	Hum.	1:40	Hum - 90	Hum - 90		STEM - 5	1:40	HUM		STEM - 90	1:40	
1:45	Hum.	1:45	Hum - 95	Hum - 95		STEM - 10	1:45	HUM		STEM - 95	1:45	
1:45	Hum.	1:45	Hum - 95	Hum - 95		STEM - 10	1:45	HUM		STEM - 95	1:45	

ELA STEM ILS	TKA	Cohort ELA STEM ILS	KA	KB	KC	Cohort ELA STEM ILS	1A	1B	1C	Cohort ELA STEM ILS	2A											
	Kochiyama		Milk	King	Parks		Itlliong	Ochoa	Kahlo		Obama											
	ELIJAH #205		GRAEFF	LUNA	GRAEFF		FINLAYSON	LUNA	FINLAYSON		BENAVIDEZ											
	SEPULVEDA #217			COOPER #202			DECOCK															
PERAZA (KA, KB) & SEPULVEDA (KC)			PERAZAA (1B, 1C) & Cooper(1A)																			
1:50	STEM	1:50	Hum - 100	Hum - 100	STEM - 15	1:50	HUM		STEM - 10	1:50	HUM											
1:55	STEM	1:55	Hum - 105	Hum - 105	STEM - 20	1:55	HUM	Enrichment	STEM - 15	1:55	HUM											
2:00	Dismissal 2:00	2:00	Hum - 110	Hum - 110	STEM - 25	2:00	HUM		STEM - 20	2:00	201											
2:05		2:05	Hum - 115	Hum - 115	STEM - 30	2:05	HUM	STEM - 25	2:05													
2:10	Common Planning Time	2:10	Hum - 120	Hum - 120	STEM - 35	2:10	HUM	LL	STEM - 30	2:10	HUM											
2:15		2:15	Hum - 125	Hum - 125	STEM - 40	2:15	HUM		STEM - 35	2:15	HUM											
2:20		2:20	Hum - 130	Hum - 130	217	2:20	HUM		STEM - 40	2:20	HUM											
2:25		2:25	Hum - 135	Hum - 135		2:25	HUM		202	STEM - 40	2:25	HUM										
2:30		2:30	Hum - 140	Hum - 140	STEM - 55	2:30	HUM			STEM - 55	2:30	HUM										
2:35		2:35	Hum - 145	Hum - 145	STEM - 60	2:35	HUM		STEM - 60	2:35	HUM											
2:40		2:40	Hum - 150	Hum - 150	STEM - 65	2:40	HUM		STEM - 65	2:40	HUM											
2:45		2:45	Hum - 155	Hum - 155	STEM - 70	2:45	HUM		STEM - 70	2:45	HUM											
2:50		2:50	Hum - 160	Hum - 160	STEM - 75	2:50	HUM		STEM - 75	2:50	HUM											
2:55		2:55	Hum - 165	Hum - 165	STEM - 80	2:55	HUM		STEM - 80	2:55	HUM											
3:00		3:00	Hum - 170	Hum - 170	STEM - 85	3:00	HUM		STEM - 85	3:00	HUM											
3:05		3:05	Hum - 175	Hum - 175	STEM - 90	3:05	HUM		STEM - 90	3:05	HUM											
3:10		Common Planning Time	Dismissal 3:10				3:10		HUM		STEM - 90	3:10	HUM									
3:15							3:15		HUM		STEM - 95	3:15	HUM									
3:20							Dismissal 3:20							3:20								
3:25														3:25					HUM	Common Planning Time	3:25	HUM
3:30														3:30					HUM		3:30	HUM
3:35	3:35							HUM						3:35					HUM			
3:40	3:40							HUM						3:40					HUM			
3:45	3:45							HUM						3:45					HUM			
3:50	3:50							HUM						3:50					HUM			
3:55	3:55							HUM						3:55					HUM			
4:00	4:00	HUM	4:00	HUM																		
4:05	4:05	HUM	4:05	HUM																		
4:10	4:10	HUM	4:10	HUM																		
4:15	4:15	HUM	4:15	HUM																		
4:20	4:20	HUM	4:20	HUM																		
4:25	4:25	HUM	4:25	HUM																		
4:30	4:30	HUM	4:30	HUM																		
4:35	4:35	HUM	4:35	HUM																		
4:40	4:40	HUM	4:40	HUM																		
4:45	4:45	HUM	4:45	HUM																		

ELA STEM ILS	TKA	Cohort ELA STEM ILS	KA	KB	KC	Cohort ELA STEM ILS	1A	1B	1C	Cohort ELA STEM ILS	2A
	Kochiyama		Milk	King	Parks		Itliong	Ochoa	Kahlo		Obama
	ELIJAH #205		GRAEFF	LUNA	GRAEFF		FINLAYSON	LUNA	FINLAYSON		BENAVIDEZ
			SEPULVEDA #217				COOPER #202				
PERAZA (KA, KB) & SEPULVEDA (KC)			PERAZAA (1B, 1C) & Cooper(1A)			DECOCK					
4:50		4:50				4:50				4:50	
4:55		4:55				4:55				4:55	
5:00		5:00				5:00				5:00	

2B	2C	Cohort	3A	3B	3C	Cohort	4A	4B	4C	Cohort	5A
Tubman	Santana		Escalante	Huerta	Sotomayor		Chavez	Rivera	Cisneros		Angelou
BENAVIDEZ	TUTTLE	ELA	MARTINEZ	MARTINEZ	GARCIA	ELA	SANDHU	SANDHU	BLUHM	ELA	ZEPEDA
DECOCK #214		STEM	MODLIN #118			STEM	LIM #123			STEM	LIM #123
(2A) & TUTTLE (2B, 2C)		ILS	MODLIN (3A) & GARCIA (3B, 3C)			ILS	MUNOZ (4B) & BLUHM (4A/4C)			ILS	MUNOZ
Hum - 150		10:50	STEM - 60	Hum - 150	Hum - 120	10:50	LL	Hum - 150	STEM - 55	10:50	Hum - 150
Hum - 155		10:55	STEM - 65	Hum - 155	Hum - 125	10:55	122	Hum - 155	STEM - 60	10:55	Hum - 155
Hum - 160	Hum - 130	11:00	STEM - 70	Hum - 160	Hum - 130	11:00		Hum - 160	STEM - 65	11:00	Hum - 160
Hum - 165	Hum - 135	11:05	STEM - 75	Hum - 165	Hum - 135	11:05	LL	Hum - 165	STEM - 70	11:05	Hum - 165
Hum - 170	Hum - 140	11:10	STEM - 80	Hum - 170	Hum - 140	11:10	LL	Hum - 170	STEM - 75	11:10	Hum - 170
Hum - 175	Hum - 145	11:15	STEM - 85	Hum - 175	Hum - 145	11:15	LL	Hum - 175	STEM - 80	11:15	Hum - 175
Hum - 180	215	11:20	STEM - 90	Hum - 180	Hum - 150	11:20	LL	Hum - 180	STEM - 85	11:20	Hum - 180
Hum - 185		11:25	STEM - 95	Hum - 185	Hum - 155	11:25	LL	Hum - 185	STEM - 90	11:25	Hum - 185
STEM - 5	Hum - 160	11:30	Hum - 5	STEM - 5	Hum - 160	11:30	LL	Hum - 190	STEM - 95	11:30	Hum - 190
214	Hum - 165	11:35	Hum - 10	118	Hum - 165	11:35	HUM	STEM - 5	Hum - 5	11:35	
	Hum - 170	11:40	Hum - 15		Hum - 170	11:40	HUM	STEM - 10	Hum - 10	11:40	
STEM - 20	Hum - 175	11:45	Hum - 20	STEM - 20	Hum - 175	11:45	HUM	STEM - 15	Hum - 15	11:45	Enrichment
STEM - 25	Hum - 180	11:50	Hum - 25	STEM - 25	Hum - 180	11:50	HUM	STEM - 20	Hum - 20	11:50	
STEM - 30	Hum - 185	11:55	Hum - 30	STEM - 30	Hum - 185	11:55	HUM	STEM - 25	Hum - 25	11:55	
STEM - 35	Hum - 190	12:00	Hum - 35	STEM - 35	Hum - 190	12:00	119	123	122	12:00	
		12:05				12:05				12:05	
Lunch		12:10	Recess			12:10	HUM	STEM - 40	Hum - 40	12:10	
		12:15				12:15	HUM	STEM - 45	Hum - 45	12:15	
Transition		12:20	Transition			12:20	HUM	STEM - 50	Hum - 50	12:20	
		12:25				12:25	HUM	STEM - 55	Hum - 55	12:25	
Recess		12:30	Lunch			12:30	HUM	STEM - 60	Hum - 60	12:30	LL
		12:35				12:35	HUM	STEM - 65	Hum - 65	12:35	
		12:40				12:40	HUM	STEM - 70	Hum - 70	12:40	
		12:45				12:45	HUM	STEM - 75	Hum - 75	12:45	
STEM - 40	LL	12:50	Hum - 40	STEM - 40	LL	12:50	HUM	STEM - 80	Hum - 80	12:50	
STEM - 45	LL	12:55	Hum - 45	STEM - 45	LL	12:55	HUM	STEM - 85	Hum - 85	12:55	
STEM - 50	LL	1:00	Hum - 50	STEM - 50	LL	1:00	Lunch			1:00	
214	LL	1:05	Hum - 55	118	LL	1:05				1:05	Rec
	LL	1:10	Hum - 60		102	1:10				1:10	
STEM - 65	215	1:15	Hum - 65	STEM - 65		1:15	Transition			1:15	
STEM - 70		1:20	Hum - 70	STEM - 70	LL	1:20				1:20	Trans
STEM - 75	LL	1:25	Hum - 75	STEM - 75	LL	1:25	Recess			1:25	
STEM - 80	LL	1:30	Hum - 80	STEM - 80	LL	1:30				1:30	Lur
STEM - 85	LL	1:35	Hum - 85	STEM - 85	LL	1:35				1:35	
STEM - 90	LL	1:40	120	STEM - 90	LL	1:40				1:40	
	LL	1:45	Hum - 95	STEM - 95	LL	1:45	HUM	STEM - 90	Hum - 90	1:45	

2B	2C	Cohort	3A	3B	3C	Cohort	4A	4B	4C	Cohort	5A
Tubman	Santana		Escalante	Huerta	Sotomayor		Chavez	Rivera	Cisneros		Angelou
BENAVIDEZ	TUTTLE	ELA	MARTINEZ	MARTINEZ	GARCIA	ELA	SANDHU	SANDHU	BLUHM	ELA	ZEPEDA
DECOCK #214		STEM	MODLIN #118			STEM	LIM #123			STEM	LIM #123
(2A) & TUTTLE (2B, 2C)		ILS	MODLIN (3A) & GARCIA (3B, 3C)			ILS	MUNOZ (4B) & BLUHM (4A/4C)			ILS	MUNOZ
Enrichment	STEM - 5	1:50	Hum - 100	LL	STEM - 5	1:50	HUM	LL	Hum - 95	1:50	STEM - 5
	STEM - 10	1:55	Hum - 105	LL	STEM - 10	1:55	HUM		Hum - 100	1:55	STEM - 10
	STEM - 15	2:00	Hum - 110	LL	STEM - 15	2:00	HUM		Hum - 105	2:00	STEM - 15
	STEM - 20	2:05	Hum - 115	LL	STEM - 20	2:05	HUM		Hum - 110	2:05	STEM - 20
	STEM - 25	2:10	Hum - 120	102	STEM - 25	2:10	HUM		Hum - 115	2:10	STEM - 25
STEM - 30	2:15	Hum - 125	STEM - 30		2:15	HUM	Hum - 120		2:15	STEM - 30	
LL	STEM - 35	2:20	Hum - 130	LL	STEM - 35	2:20	HUM		Hum - 125	2:20	STEM - 35
LL	STEM - 40	2:25	Hum - 135	Enrichment	STEM - 40	2:25	HUM		Hum - 130	2:25	STEM - 40
LL	2:30	Hum - 140	STEM - 55		2:30	2:30	2:30		Hum - 145	2:30	STEM - 55
LL	2:35	Hum - 145	STEM - 60		2:35	2:35	2:35		Hum - 150	2:35	STEM - 60
LL	STEM - 55	2:40	Hum - 150		STEM - 65	2:40	2:40	Hum - 155	2:40	STEM - 65	
LL	STEM - 60	2:45	Hum - 155		STEM - 70	2:45	2:45	Hum - 160	2:45	STEM - 70	
215	STEM - 65	2:50	Hum - 160	LL	STEM - 70	2:50	HUM	Enrichment	Hum - 165	2:50	STEM - 70
	STEM - 70	2:55	Hum - 165	LL	STEM - 75	2:55	HUM		Hum - 170	2:55	STEM - 75
	STEM - 75	3:00	Hum - 170	LL	STEM - 80	3:00	HUM		Hum - 175	3:00	STEM - 80
	STEM - 80	3:05	Hum - 175	LL	STEM - 85	3:05	HUM		Hum - 180	3:05	STEM - 85
	STEM - 85	3:10	Hum - 180	LL Closeout	STEM - 90	3:10	HUM		Hum - 185	3:10	STEM - 90
LL	STEM - 90	3:15	Hum - 185		STEM - 90	3:15	HUM	Hum - 190	3:15	STEM - 90	
Dismissal 3:20		3:20	Dismissal 3:20			3:20	Dismissal 3:30			3:20	STEM - 95
		3:25				3:25				3:25	STEM - 100
		3:30				3:30				3:30	Dismissal 3:30
		3:35				3:35				3:35	
		3:40				3:40				3:40	
		3:45				3:45				3:45	
		3:50				3:50				3:50	
		3:55				3:55				3:55	
		4:00				4:00				4:00	
		4:05				4:05				4:05	
		4:10				4:10				4:10	
		4:15				4:15				4:15	
Common Planning Time		4:20	Common Planning Time			4:20	Common Planning Time			4:20	Common Plc
		4:25				4:25				4:25	
		4:30				4:30				4:30	
		4:35				4:35				4:35	
		4:40				4:40				4:40	
		4:45				4:45				4:45	

2B	2C	Cohort	3A	3B	3C	Cohort	4A	4B	4C	Cohort	5A
Tubman	Santana		Escalante	Huerta	Sotomayor		Chavez	Rivera	Cisneros		Angelou
BENAVIDEZ	TUTTLE	ELA	MARTINEZ	MARTINEZ	GARCIA	ELA	SANDHU	SANDHU	BLUHM	ELA	ZEPEDA
DECOCK #214		STEM	MODLIN #118			STEM	LIM #123			STEM	LIM #123
K (2A) & TUTTLE (2B, 2C)		ILS	MODLIN (3A) & GARCIA (3B, 3C)			ILS	MUNOZ (4B) & BLUHM (4A/4C)			ILS	MUNOZ
		4:50				4:50				4:50	
		4:55				4:55				4:55	
		5:00				5:00				5:00	

5B

X

ZEPEDA

LOCKWOOD

(5A/5B)

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munity Meeting

STEM - 5

STEM - 10

STEM - 15

STEM - 20

STEM - 25

STEM - 30

STEM - 35

STEM - 40

122

STEM - 55

STEM - 60

STEM - 65

STEM - 70

STEM - 75

STEM - 80

STEM - 85

STEM - 90

STEM - 95

LL

5B

X

ZEPEDA

LOCKWOOD

(5A/5B)

Enrichment

Hum - 5
Hum - 10
Hum - 15
Hum - 20
Hum - 25

121

Hum - 40
Hum - 45
Hum - 50
Hum - 55
Hum - 60
Hum - 65
Hum - 70
Hum - 75
Hum - 80
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Hum - 90

5B

X

ZEPEDA

LOCKWOOD

(5A/5B)

Hum - 95

Hum - 100

Hum - 105

Hum - 110

Hum - 115

Hum - 120

Hum - 125

Hum - 130

Hum - 135

Hum - 140

Hum - 145

Hum - 150

Hum - 155

Hum - 160

Hum - 165

Hum - 170

Hum - 175

Hum - 180

Hum - 185

Hum - 190

Missal

30

anning Time

5B

X

ZEPEDA

LOCKWOOD

(5A/5B)



	Grade	AM	PM
Bluhm	4		12:35-12:55
Zepeda	5	9:20-9:40	12:30-12:50
Sandu	4	9:20-9:40	12:25-12:45
Graeff	K	10:00-10:20	1:50-2:10
Luna	K/1	9:40-10:00	1:45-2:05
Finlayson	1	9:15-9:35	1:40-2:00
Benavidez	2	9:20-9:40	1:15-1:35
Martinez	3	9:20-9:40	1:15-1:35
Pellegrino	2	9:20-9:40	
Garcia	3	9:55-10:20	

Child Find Policy

Region(s): ALL

This policy applies to all Rocketship Public Schools schools in all regions.. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Public Schools provides a free, appropriate public education to students with disabilities according to state and federal mandates. To be eligible for special education services, the child must be of school age, need specially designed instruction, and meet eligibility criteria for one or more of the following disabilities as set forth in the Individuals with Disabilities Education Improvement Act (the federal law which outlines legal responsibilities related to special education):

- Autistic-like Behaviors
- Blindness/Visual Impairment
- Deaf Blindness
- Deafness/Hearing Impairment
- Emotional Disturbance
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Physical Disability
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific “Child Find” form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don’t respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

If you have a concern regarding your child’s academic or social functioning, contact his or her classroom teacher, or a school leader at your school site.

Revised 6/1/17

This policy is adopted in compliance with the following resolutions:

- Rocketship Public Schools Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013.
- Rocketship Public Schools Wisconsin Board Resolution number "6-11-13 D7" adopted on June 11, 2013.

ROCKETSHIP

PUBLIC SCHOOLS



Integrated Special Education (ISE) Playbook 19-20

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Vision of Excellence

As public schools, Rocketship serves all students. We know that students have a variety of strengths and needs. We craft supports for students with a range of learning, behavioral and social-emotional needs for every Rocketeer in our schools. At Rocketship, every team member takes ownership and responsibility for the learning and success of every Rocketeer.

We also know that all students deserve access to high quality, rigorous academic programs in the most inclusive environment possible. To that end, we expect students in Integrated Special Education (ISE) to meet or exceed our rigorous standards of academic growth. We approach educational programming for students with unique learning and/or behavioral needs with an end goal of meaningful inclusion, to participate fully with their peers in general education for the majority of the day. This allows all students to further their growth academically, socially and behaviorally.

In order for meaningful inclusion to reach its full potential, it takes all team members to implement best practices, evaluate our programs throughout the year and adapt to student needs as they evolve. For all students to reach our rigorous academic goals we utilize co-teaching, differentiation via Universal Design for Learning (UDL), positive behavioral supports and intentional data collection of grade-level content and IEP goals.

The ISE Team of teachers and paraprofessionals drives the high bar of student achievement and development through case management, instruction, and collaboration with their school team. Our goal is for every scholar to grow 1.5 years in Reading & Math that is reflected in their progress monitoring and IEP goals. The ISE Team thoughtfully plans IEPs and daily instruction to align with their individual skill gaps and designed to remediate all skills gaps. In order for students of all needs to maximize their achievement, every team member is well versed in the needs, supports and consistently implements academic, behavioral and social-emotional supports in every class. It is as a collective we can close the skill gaps our students have in a way that allows true access to their education. Our ISE Teams plan for small group instruction and co-plan with content teachers in order to build their capacity to make academic content and instruction in the general education classroom accessible to all students.

While instruction and student achievement are our most important initiatives, maintaining compliant programs on schools sites is a necessary priority. This requires consistent oversight and professional development. The ISE Network (NeST) team, in collaboration with school leaders, support case managers in ensuring that all IEPs are purposeful, compliant, high-quality plans that result in meaningful educational benefit and grade level access for Rocketeers with unique learning and/or behavioral needs.

We also believe that all students arrive at our schools with a desire to thrive, both academically and behaviorally. Some students, however, lack the behavioral and/or social-emotional skills required to be successful in our classrooms. We assume the collective responsibility for identifying those skill gaps, providing targeted instruction and partnering with families in order to ensure these students' achievement.

We believe strongly that for our students to achieve to their full potential, our team must be provided strong and personalized professional development. We know that all the same principles of individualized learning apply to how we develop staff, and we strive to ensure staff has professional development that targets their skill level and pushes all teachers to achieve at high levels because we know that our teachers are the key to providing our students with a world-class education.

Key Levers

Collaborative and Evidence-Based Instruction

Our site-based integrated special education (ISE) staff engage in several critical actions to execute the vision outlined above. First, staff members, NeST, and school staff are well-versed in **evidence-based best practices** for supporting the academic, behavioral, and social-emotional needs of their students, and they apply these practices in their planning and direct services with our Rocketeers. Furthermore, ISE Specialists use **data-based decision-making processes** and **evidence-based Tier II and Tier II interventions** in order to create intensive, individualized support plans for the students they work with to improve outcomes for *all* students.

Our site-based special education staff also engage in regular **collaboration, consultation, and targeted small group instruction** with their grade level teams in order to build the capacity of classroom teachers and school leaders to support all Rocketeers in the classroom. ISE Specialists support in the **development of resources** that allow all students to benefit from Rocketship's educational program.

ISE specialists **collaborate with and engage the families** of the students on their caseloads, knowing that families are the key to unleashing a child's potential as the expert on their child's needs and the biggest advocate in their corner. They work closely with families by reviewing student needs and progress and partnering in developing stronger awareness and advocacy skills so that they are able to continue to support their learners throughout their educational careers.

Compliant Practices

Our ISE specials work alongside the multi-disciplinary team that includes our Related Service provides, school leaders, general education teachers, and families to create **meaningful IEP goals** which are appropriately ambitious and aligned to student deficits. Progress towards these goals is collected and analyzed on a continual basis and modifications are made accordingly. ISE Specialists support their students both through their direct instruction, but also through ensuring all team members have the knowledge and resources to both identify necessary accommodations for students in their classrooms and ensure the implementation of these accommodations. Our ISE staff adopt a **function-based approach** to support the needs of students with behavioral needs. They engage in structured, regular, data-based **problem-solving protocols** with all members of the multi-disciplinary team in order to support this population.

Targeted Professional Development

ISE Specialists engage in *weekly, comprehensive* coaching cycles focused on student work and student data analysis to support ISE student achievement and development. ISE NeST staff provides consultative coaching support to school leaders to ensure they are equipped to support and drive ISE student achievement and specialist planning and instructional growth. The purpose of this collaborative work is to support all learners in a classroom, including students without IEPs.

Core Tier I Curriculum

Tier I Academic Instruction in STEM

Core Lesson

The Core Lesson is the portion of the math instructional block where new skills are taught. This component should be infused with checks for understanding and often culminates in a formal measure of mastery, in the form of an exit ticket. Teachers will follow a network-designed scope & sequence map for this block, in order to ensure all necessary grade-level skills are taught by the end of the year. The Core Lesson can take one of three formats based on the content of the standard, the scope of the objective and the location of the lesson within the unit.

Every objective in a Unit Plan is tagged with one of the following three formats:

- Direct Instruction - The direct instruction format allows teachers to explicitly model new skills and have students practice through a gradual release of responsibility.
- Explore - The explore format has students investigate a short problem using their background knowledge and problem-solving skills. This is then followed by a group discussion of “noticings” students made during their exploration, which the teacher explicitly stamps as the key understanding for the day. Students then practice applying this understanding in different scenarios, working toward independence.
- Task - Mathematical tasks ask students to solve a complex problem or series of problems by using their prior content knowledge coupled with information given at the start of the task. They allow students to practice integrating knowledge and skills across multiple objectives and/or standards - a key component of college and career readiness. Tasks also push students to transfer their learning to new and authentic situations, and present realistic conditions and constraints for students to navigate.

Number Stories

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

Math Meeting and Math Board

Math Meeting is a daily 15 minute routine in the TK, K and 1st grade classroom, where students practice routinized skills (e.g. counting), explore the calendar for math patterns, and spiral review previously taught content. At the beginning of the year, math meeting is a group exercise on the rug, while students become more independent as they become more familiar with the routine and build more independent reading and writing skills. Many 1st grade classrooms transition to math board in the late fall as students are able to read more independently.

During Math Board Review, students practice a variety of skills they have already learned. Spiral review keeps skills fresh in the minds of students, and can also be used to pre-teach “small” skills that can be mastered quickly (i.e. fraction vocab words). Math Board is essentially a review worksheet with a variety of problems aligned to previous objectives/skills. Execution/review of answers can be a combination of teacher-led and student-led. For maximum effectiveness, math board can be differentiated to reach students at different levels.

Flexible Grouping

The Core Lesson alone does not take up the entire allotted block of time but is coupled and sometimes interwoven with a Flexible Grouping component. “Flexible Grouping” has three primary goals:

- To advance personalized learning in the form of the purposeful usage of Online Learning Programs (OLPs).
- To allow teachers to respond to formative and summative assessment data, and to pull groups of varying size to give students the “just right” instruction for them at that time, whether re-teaching, intervention or extension.
- To create a space for students to engage in “centers” - learning activities focused on deepening understanding of skills they’ve recently learned, aided by the frequent use of manipulatives.

Tier I Academic Instruction in Humanities

Close Reading

During Close Reading in grades 2–5, we read a short grade-level text together as a class. Collectively, the class works through the meaning of the text by engaging in a rich discussion of what the text is about, and what moves the author made to convey his idea. This should feel like a college English Lit seminar! By analyzing and studying a text together, we show Rocketeers how to authentically apply habits of great readers, so they are able to independently tackle any text they encounter. Then, Rocketeers deepen their understanding by writing about the text and using their understanding of the meaning to answer text-dependent questions.

Phonics Instruction

Phonics is the foundational block in building skilled, fluent readers. Rocketeers receive explicit phonics instruction in phonemic awareness, letter-sound correspondence, word-level blending and segmenting, comprehension and fluency. Rocketeers practice reading with accuracy, fluency, and comprehension in the context of decodable books.

Guided Reading

Guided reading is our highest leverage instructional lever in Humanities. We read with Rocketeers in small groups, using books that are at their instructional level (books that are typically 1 level harder than what they can read independently). We target our instruction to fit the specific learning needs of the group and coach students to give them the tools to ultimately tackle books at this level on their own. As a result, they are able to rapidly ascend reading levels and gain confidence as a reader and thinker.

Thematic Units

Read Aloud: We build Rocketeers' critical thinking skills and passion for literature by reading engaging books aloud to Rocketeers. These books are rich, challenging, and typically more sophisticated than what Rocketeers can currently read on their own. As we read to students, we authentically and seamlessly model habits of strong readers - reading with fluency, expression, and joy with minimal interruption. Through powerful discussions, we guide Rocketeers to think critically about the text and share connections and reactions. Our goal is for Rocketeers to apply these same critical thinking skills and reading habits to understand and connect to books they read independently.

Independent Reading: At the heart of our literacy model is sacred independent reading time—a time when Rocketeers get lost in books they love. We use texts to directly teach and model the habits of great readers. Then,

we send Rocketeers off to independently read their carefully chosen Just Right books and apply these reading tactics. We get to know our Rocketeers as readers and coach them to become better during this focused time. Rocketeers discuss their books with partners and as a whole class to think critically about texts and share in the joy of reading.

Tier I Social, Emotional, and Behavioral Supports

Classroom Management Assessment and Coaching

Using the [Classroom Management Assessment Tool](#) (or other tool named by the school) a School Leader or Mental Health Provider conducts classroom observations and provides teacher coaching around classroom systems and response to behaviors.

Socio-Emotional Learning (SEL) Support

Using “The Shortest Distance” or Kimochis/Ruler curricula teachers implement daily SEL lessons. This could be supported by a team member (SL or MHP), who may teach the first lesson or two, co-teach the following few lessons with the teacher, and observe the teacher in presenting the final lessons with opportunities for feedback.

Professional Development

If multiple teachers are presenting with similar challenges or growth areas, MHP can provide additional Professional Development workshops around Trauma-Informed strategies, behavior planning, supporting students with attention challenges, and other relevant topics.

TLAC (Teach Like a Champion)

Teach Like a Champion is RSP’s core behavior management approach. All staff leverage TLAC skills daily in all settings. This provides a common language and understand amongst the staff.

PBIS (Positive Behavior Intervention and Supports)

The Positive Behavior Intervention and Supports (PBIS) team is made up of representatives from each GL, and team, as well as a SL representative and MHP. This PBIS Team supports the creation of a Tier 1 culture on their campus. They are guided by their [PBIS Handbook](#).

Evidence-Based Tier II and III Interventions

Humanities Interventions

Leveled Literacy Intervention

Rocketship Public Schools uses Fountas and Pinnell's Leveled Literacy Intervention (LLI) for all Tier II reading intervention services both for students with and without special education services. LLI is an evidence-based curriculum that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching using a balanced literacy approach.

Phonics for Reading

This Tier III phonics curriculum teaches phonics skills and their application to W/H questions to upper-grade students through scripted lessons. It is broken into 3 Levels that start at short vowel words and build to uncommon vowel combinations and prefixes and suffixes. Lessons contain practice with sounds, words, and phonics applied to sentence and passage comprehension (including W/H questions in Level 2 & Level 3)

Early Interventions in Reading

SRA Early Interventions in Reading helps you identify struggling readers in Kindergarten and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands—phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

Reading Mastery and Corrective Reading

Reading Mastery Signature Edition uses the highly explicit, systematic approach of Direct Instruction to accelerate reading and help students achieve a high rate of success. When both components (reading and language) are taught in unison students learn early literacy skills (phonemic awareness, alphabetic principals, etc) and decoding skills as well as the oral language skills necessary to understand what is said, written, and read in the classroom in aligned lessons that are clearly scripted and spiral skills with prompts and supports that fade as students progress.

Visualizing and Verbalizing

This Tier III comprehension curriculum comes from the Linda-Moodbell suite and is designed to build reading comprehension skills of students on the Autism spectrum or who are hyperlexic. It teaches students to fit smaller details and facts into the larger arc of the story by developing concept imagery—the ability to create an imagined gestalt (an organized whole) from language—as a basis for comprehension and higher order thinking.

Math Interventions

V-Math

Rocketship Public Schools uses V-Math for all Tier II math intervention services both for students with and without special education services. Specifically designed to reinforce grade-level expectations, Vmath delivers direct, focused intervention for struggling students in grades 2–5. Through a balanced, systematic approach Vmath creates successful learning experiences for students and develops confident, independent learners of mathematics.

Whole Number Foundations

Whole Number Foundations is designed to accelerate the mathematics achievement of kindergarten and 1st grade students who are at risk for mathematics difficulties by focusing primarily on early number sense, numbers and operations, and vocabulary. The primary aim of WNF-K is mastery of number concepts and skills through the number 20. Topics in WNF-1 for 1st grade include place value and base ten concepts with numbers to 120, number properties, number combinations, addition and subtraction of 2-digit numbers without renaming, and word problem solving.

Connecting Math Concepts

Connecting Math Concepts introduces ideas gradually and teaches students the connections between concepts. Focusing on the big ideas of mathematics, Connecting Math Concepts teaches explicit strategies that enable students to master difficult ideas. Detailed explanations and guided practice move students toward independent work, ensuring that they gain success and confidence as mathematical thinkers.

TouchMath Primary

"TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. Unit selection should be aligned to current Tier I Unit, Tier II Small Group Instruction, or specific IEP goals.

Upper-grade Touchmath is for students in 3rd-5th grade and addresses high-level content skills using a multisensory approach. The teacher should select a Unit in the targeted skill area, and complete all Modules of that Unit in order to include all progress monitoring assessments.

TouchMath Intermediate

TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. Unit selection should be aligned to current Tier I Unit, Tier II Small Group Instruction, or specific IEP goals. These units will target specific skills within the K-2 Curriculum. Students should start with Unit 1 and Unit 2 to learn the foundation of TouchMath principals before moving on to other computation skills. Data, Geometry, and Measurement can serve as stand-alone units.

Social Emotional Behavioral Tier II Interventions

Social Skills Groups

MHP (Mental Health Provides) works with 2-5 children on targeted social-emotional skills (i.e. self-regulation, cooperative play) using either a combination of resources and activities or a structured curriculum (i.e. Zones of Regulation, SuperFlex, Second Step, etc.)

Guided Peer Mentorship

The team identifies a same-age or older peer that has leadership potential and is strong in the skill area(s) in which the student needs support. A member of the team pulls the student and peer mentor for structured skill-building sessions and finds opportunities for ongoing collaboration between the two.

Lunch Bunches

The team identifies 2-4 students who need to build relationship and rapport with a particular staff member or members. These staff members then pull the group of students for a lunch bunch (frequency determined by the team). The lunch bunch should be purely relationship building (not punishment based).

Supported School Leadership

If a student demonstrates skills or interest around leadership roles, the team can design a job or role to highlight the student's strengths and increase feelings of self-efficacy, self-esteem, etc. One or more members of the team can support classroom staff in setting up and implementing the new role/job.

Check-in Check-out

The Student Support Plan team identifies 1-2 goals for the student to focus on and builds a daily point sheet. One or more members of the team schedule daily 5 minute check-ins (morning) and check-outs (afternoon) with the student to set daily goals, encourage a growth mindset, and reflect on progress.

Social Emotional Behavioral Tier III Interventions

Behavior Coaching

The MHP, ISE Specialist, or Paraprofessional may provide coaching in the classroom to both an identified student and his/her teacher around using replacement behaviors, utilizing coping skills, and working with an incentive system.

Behavior Contract Support

The team can create a behavior contract (or a no-fail contract) for a student. Coach and MHP support the classroom teachers in implementing that contract. The team members also coordinate rewards or other components of the contract.

Internal Working Model

To support students who have internalized negative self-messages due to past trauma or other factors, the team may use the [Internal Working Model worksheet](#) to develop an IWM and Disconfirming Stance hypothesis. The team can then generate a list of interventions that reflect the Disconfirming Stance.

Behavior Intervention Mapping

If a student is escalating often at school and experiencing frequent behavioral crisis, the team can create a BIM for the student. The MHP may offer coaching for the teacher on how to implement pieces of the BIM in the classroom.

Student-Teacher Relationship Coaching or Family Engagement Coaching

When a student is struggling in his or her relationship with one of their primary teachers, the MHP can schedule structured sessions with student and teacher to build or repair the relationship. Additionally, MHP coaches staff around how to communicate with families who are upset and escalated.

Individual Therapy

A MHP can provide individual therapy services, typically two 30 minute sessions per week, to a small caseload of students

Family Therapy

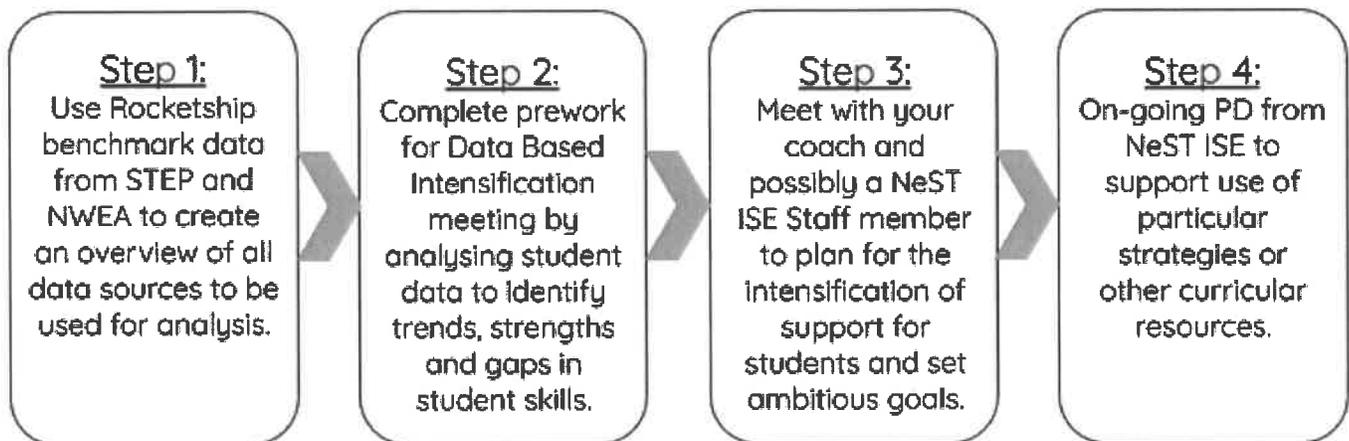
MHP can provide weekly or biweekly family therapy services, typically 60 minutes in length, to a small caseload. These services may be provided just with caregivers (collateral), with caregivers and children (whole family), and/or with the primary caregiver and identified child patient (dyadic).

Data-Driven Instruction

Data-Based Intensification-DBI

We believe the fundamental role of our integrated special education (ISE) staff is to first enable the Rocketeers on their caseloads to obtain full achievement in reading, math, social, and behavioral skills necessary to participate fully in and benefit from their general education programs. In order to drive such achievement, intensive, specialized academic instruction for students with disabilities is thoughtfully planned to align to their individual skill deficits and designed to remediate all skills gaps.

In an effort to align our practice for data day with our 19-20 Vision for ISE we have increased the structure and support around how to respond to student data to increase academic achievement. The structures for how teachers, school leaders, and the ISE NeST staff will collaborate to accomplish this will follow phases:



Progress Monitoring

At Rocketship, we use data to drive personalized learning for all students. This holds true of how we implement Special Education services, as regular progress monitoring is a cornerstone of our programming. ISE Specialists are to create systems to regularly monitor student progress both formally and informally in the following ways:

- IEP Goal Progress Monitoring: ISE Specialists are responsible for ensuring that a child's team or teachers (ISE, GE, paraprofessionals) are monitoring progress on all IEP goals at the frequency designated either in the IEP or by your regional team (whichever is more frequent)
- Collecting Daily and Weekly Informal or Anecdotal Data: ISE Specialists should be regularly noting the performance of their students during instruction in order to provide targeted instruction so students are making strong and meaningful gains.
- Provide Rocketship Tier I Assessments with Accommodations: ISE Specialists are responsible for ensure that their students (unless on the state alternative assessment) complete all core Tier I assessments (STEP testing, unit assessments, NWEA, etc) with their legally required testing accommodations. This data should be analyzed as a team with ISE and GE teachers to ensure all instruction is targeted so that students are mastering grade-level skills and progressing overall.

Non-negotiables for progress monitoring

We must assess all IEP goals on a regular basis
&

We must collect student work samples and progress monitoring on all co-taught blocks and small group lessons (Tier II & III intervention)

but

We may use any overlapping assessments so we don't assess students on a skill multiple times.

Humanities Data Collection

	Component	Progress Monitoring Data Collection Expectation
Non-negotiable	Guided Reading Co-Teaching with LLI	Bi-weekly or weekly progress monitoring of all missed benchmarks using STEP progress monitoring assessments
	Grade Level Accommodations	Collect student work samples that demonstrate their use of accommodations during classroom instruction.
HIGH priority	K-2: Phonics Collaboration and/or co-teaching	Tier I weekly phonics spelling assessment or weekly phonics progress monitoring assessment (aligned to STEP) or
	3-5: Close Reading Collaboration and/or co-teaching	Close Reading meaning statements and anecdotal notes around coaching and discussion
	Tier III Instruction/SAI Groups	Tier III curriculum progress monitoring assessments
	Deeper Grade Level Thematic Unit Collaboration	Student writing work samples or teacher independent reading anecdotal notes

STEM Data Collection

	Component	Progress Monitoring Data Collection Expectation
Non-negotiable	Tier II Math Small Group Instruction	Daily exit ticket data and Unit pre- and post-tests
	Grade Level Math Unit Accommodations	Grade-level exit ticket or quiz data and Unit Assessment data
HIGH priority	Co-Teaching Number Stories	Number Story work sample and anecdotal notes on the level of prompting to complete
	Customized Small Group Math Units	Daily exit ticket data and Unit pre- and post-tests
	Deeper Grade Level Math Unit Collaboration	Grade-level exit ticket or quiz data and Unit Assessment data

IEP Goal Progress Monitoring

Measure Progress on all IEP goals at the frequency designated either in the IEP or by your regional team (whichever is more frequent)

What Rocketship assessments can I use?

STEP	STEP assessments will give you a wide range of skills such as: <ul style="list-style-type: none"> • Letter names and sounds • Phonetic spelling • Reading Fluency • Reading Comprehension
Close Reading Mastery Text	Students complete a meaning statement with minimal coaching or prompting in their HUM classroom (grades 2-5) that can be collected as a work sample
Foundational Skills Assessment	Students are given a regular progress monitoring assessment by their HUM teacher on either letter names & sounds or sight word lists
STEM Assessments	Students are given regular Unit assessments that align with grade-level standards. You can use question level data if it directly aligns with an IEP goal
SANDI	This assessment flags IEP goals which can be tracked three times per year.

Where can I find other assessments?

math-aids	This website contains worksheet generators that allow you to specify particular skill level, problem type, or number of questions.
Goalbook	Goalbook has tons of assessment questions and resources sorted by standard within the Pathways portion of the website.
readinga-z.com	Reading A-Z has a wide range of assessments that includes leveled reading accuracy/rate, phonics or phonemic awareness, and more
Math-CBMs	Math CBM's are a standardized way to quickly assess a range of math skills in all domains. They can be used weekly to gauge progress over time and intervention effectiveness. Review Math CBM Cheatsheet and sample tracker here .

Tier II & Tier III Curriculum Progress Monitoring

Measure Progress on any used Tier II and Tier II Intervention using curriculum prescribed measures

What to give, and when?

Reading Mastery	Students are given the curriculum-based assessment (in teacher scripts) approx. every 5-10 lessons.
Corrective Reading	Students are given the curriculum-based assessment (in teacher scripts) approx. every 5-10 lessons.
Phonics for Reading	Teachers complete the Work Check and Checking Up within lessons, and can repeat the placement test at the end of a unit to measure progress. Fluency tests can be given with each lesson.
Connecting Math	Students are given an assessment every 10 lessons.
TouchMath-Primary	Students are given daily exit tickets (in student work pages) and bi-weekly CBM assessments.
TouchMath-Intermediate	Units contain both a pretest and posttest, and can be recorded on the Progress Monitoring Record
ELSB	Unit Assessments should be conducted as a Pre-Test and Post-Test for each level.
Building With Stories/ ULS	Administer Repeated Trial & Task Analysis Assessments for target skills. See SIP Assessment guide & folder .

Co-teaching and Collaboration

Humanities Co-Teaching and Collaboration Priorities

Humanities Block Component ISE Prioritization Overview

	Component	Expectation	Rationale for Prioritization
Non-negotiable Core components of ISE co-teaching and collaboration	Guided Reading Co-Teaching with LLI	All ISE specialists should create data-based guided reading groups with their grade-level teachers, and use LLI for any groups with students performing below grade-level.	Guided reading is the highest leverage time for co-teaching because small group instruction is built into the block. This is a non-negotiable co-teaching time for ISE specialists and our ISE specialists should be using evidence-based interventions.
	Grade Level Accommodations	ISE specialists will provide general education teachers with the information and resources to include all <u>legally</u> required accommodations for students on their caseload.	With many components, including phonics, close reading, and Thematic Unit instruction should include classroom accommodations that students require, and it is the ISE specialists responsibility to ensure GE have what they need to implement these accommodations.
HIGH priority co-teaching & collaboration	K-2: Phonics Collaboration and/or co-teaching	Collaborate with GE teachers to ensure ISE students have accessible instruction (modified tasks or extra tasks, different modalities, classroom accommodations) and possibly co-teaching during phonics so groups can be differentiated using Tler I or Tier III curriculum.	Phonics instruction is an integral part of building skill in our youngest readers. Co-teaching and collaborating for phonics will increase the accessibility of the instruction, and thus overall growth will be stronger for all students.
	3-5: Close Reading Collaboration and/or co-teaching	ISE specialists can meet with general education teachers and collaborate around close reading to ensure all student needs are being met. This could include providing modified tasks, co-teaching to provide small group coaching and support, or collaborating on scaffolds and supports for all struggling readers.	Close Reading is how we ensure our upper-elementary students have the skills to read and understand grade-level texts. Students who are not yet reading on grade-level will require support to access the text (read-aloud etc), coaching to comprehend the text, and scaffolds and supports to produce written responses.
	Tier III Instruction/SAI Groups	ISE specialists should utilize the appropriate Tier III curriculum to meet the needs of the students on their caseload, and include additional general-education students in these groups as space and time allows	Tier III instruction is a core component of the ISE specialists instructional day and a key way to move students with specific instructional gaps.
	Deeper Grade Level Thematic Unit Collaboration	ISE specialists will lead their teams in determining which students have specific needs as a part of Thematic Unit planning, and determine what supports and resources will be utilized to meet those needs.	ISE specialists should serve as the expert on their teams to ensure that all content is accessible, especially to students who are furthest behind.

<p>If your schedule allows prioritize based on student's IEP goals and needs</p>	<p>Guided Reading Centers</p>	<p>Ensure that students have centers work that targets student IEP goals and/or specific STEP holdbacks. Provide additional work our resources to scaffold Tier I Centers in the GE classroom.</p>	<p>ISE specialists should serve as the expert on their teams to ensure that all content is accessible, especially to students who are furthest behind.</p>
	<p>Differentiated Homework</p>	<p>Ensure that students have homework that targets student IEP goals and/or specific STEP holdbacks. Partner with parents to ensure they have the tools they need to build their Rocketeer's skills in alignment with their school work.</p>	
	<p>Language Board Collaboration</p>	<p>Ensure that students have high-quality and accessible language board either through providing modified tasks or changes to the Tler I work to increase accessibility.</p>	
<p>Secondary Priority Whole group lesson (lowest impact time for co-teaching)</p>	<p>Read Aloud Co-Teaching</p>	<p>With additional time in an ISE specialists teaching schedule, ISE specialists can team-teach or alternative teach the read aloud and co-plan these lessons.</p>	<p>As a Tier I whole-group lesson, this is a secondary priority for co-teaching.</p>

STEM Co-Teaching and Collaboration Priorities

STEM Block Component ISE Prioritization Overview

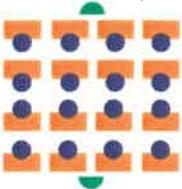
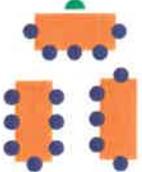
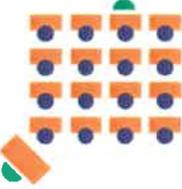
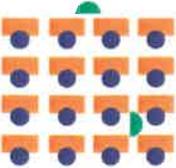
	Component	Expectation	Rationale for Prioritization
Non-negotiables Core components of ISE co-teaching and collaboration	Tier II Math Small Group Instruction	All ISE specialists should create data-based math small groups with their grade-level teachers, and use a Tier II Math Intervention to provide instruction (Whole Number Foundations or V-Math)	ISE Specialists need to provide targeted instruction for the students on their caseload that remediates content gaps for students in alignment with their IEP goals. ISE specialists should be using evidenced-based interventions that target student need.
	Grade Level Math Unit Accommodations	ISE specialists will provide general education teachers with the information and resources to include all legally required accommodations for students on their caseload.	All Tier I STEM instruction should include classroom accommodations that students require, and it is the ISE specialists responsibility to ensure GE have what they need to implement these accommodations.
HIGH priority co-teaching & collaboration	Co-Teaching Number Stories	Collaborate with GE teachers to ensure ISE students have accessible instruction (modified tasks or extra tasks, different modalities, classroom accommodations) and co-teach during Number Stories Block to provide either modified Number Story, small group support during student work time, or additional foundational Counting Routine.	The most common area of difficulty for Rocketeers with disabilities with Math instruction is their ability to apply the computation skills the know to word problems. Given the large impact that improved Number Story skills have on a Rocketeer's overall math performance, this should be considered as the highest priority time for co-teaching.
	Customized Small Group Math Units	Using a combination of Tier II Lessons, RSED Tier I Lessons from previous grades or Engage NY to build customized Math SAI Unit Plans to meet the needs of a small group of students	While we know that SE Specialists need to provide targeted instruction for the students on their caseload, we also know that our most experienced teachers can use the math data we have on our students to create customized units that more closely align with Rocketeers' unique math needs.
	Deeper Grade Level Math Unit Collaboration	ISE specialists will lead their teams in determining which students have specific needs as a part of Unit planning, and determine what supports and resources will be utilized to meet those needs through regular on-going collaboration	ISE specialists should serve as the expert on their teams to ensure that all content is accessible, especially to students who are furthest behind.

<p>If your schedule allows prioritize based on student's IEP goals and needs</p>	<p>Exit Ticket and Flex-Day Collaboration</p>	<p>ISE specialists will collaborate with their grade-level STEM teachers and determine the highest leverage small group lessons for flex-days in response to exit-ticket/quiz data and support planning and material creation</p>	<p>ISE specialists should serve as the expert on their teams to ensure that all content is accessible, especially to students who are furthest behind.</p>
	<p>Math Centers</p>	<p>Ensure that students have centers work that targets student IEP goals and/or specific STEP holdbacks. Provide additional work our resources to scaffold Tier I Centers in the GE classroom.</p>	
	<p>Differentiated Homework</p>	<p>Ensure that students have homework that targets student IEP goals and/or specific Unit aligned holdbacks. Partner with parents to ensure they have the tools they need to build their Rocketeer's skills in alignment with their school work.</p>	
	<p>Math Board Collaboration</p>	<p>Ensure that students have high-quality and accessible math board either through providing modified tasks or changes to the Tier I work to increase accessibility.</p>	
<p>Secondary Priority Whole group lesson (lowest impact time for co-teaching)</p>	<p>Core Lesson Co-Teaching</p>	<p>With additional time in an ISE specialists teaching schedule, ISE specialists can team-teach or alternative teach the core lesson and co-plan these lessons.</p>	<p>As a Tier I whole-group lesson, this is a secondary priority for co-teaching.</p>

Co-teaching Models

There are six different approaches to co-teaching. The approaches that a school site decides to use depend on the individual needs of both the staff and the students. School team members should consider these needs when determining which approaches to adopt. The ISE department highly recommends using the **Alternative** or **Station Teaching** methods.

General Models for Co-Teaching

Model		Description
	<p>Parallel Teaching</p>	<p>On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.</p>
	<p>Station Teaching</p>	<p>In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could require that students work independently.</p>
	<p>Alternative Teaching</p>	<p>In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.</p>
	<p>Team Teaching</p>	<p>In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.</p>
	<p>One Teach, One Observe</p>	<p>One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.</p>
	<p>One Teach, One Drift</p>	<p>In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.</p>

Case-Management

The Role of a Case Manager

At Rocketship we believe our students are best served by an ISE Specialist who acts as the Case Manager. The Case Manager knows the Rocketeers well and is able to build a collaborative relationship with their families. Our ISE Specialists serve as the formal case manager for each student on their caseload, working with the entire Multi-disciplinary team to ensure that compliance is maintained and that students have all the appropriate services and support both in and out of their general education classrooms to achieve to their full potential. We believe it is the role of the ISE specialists to not only ensure that all IEP processes are legally compliant, but it is also their role to ensure that each parent has the information and resources to act as an advocate for their child both while at Rocketship and beyond their time with us. By empowering our ISE Specialists to act as case managers, we are maintain smaller caseloads than the surrounding public schools allowing us to maximize our student growth through instruction, build and maintain strong relationships with our families and effectively collaborate with the multidisciplinary team to serve as a catalyst to each child's success.

Responsibilities of a Case Manager

1. Support the caseload through calendaring IEP meetings, collaborating with team members to support every student, ensuring parent communication for IEP meetings and throughout the year
2. Create strong IEPs and conduct initial and annual IEP meetings
3. Collaborate with grade team, related service providers and families for all annual and initial IEP meetings and ensure students have appropriate services
4. Track Specialists Academic Instruction minutes and Behavior Support Minutes for each student on an on-going basis
5. Complete IEP progress reports at the same frequency of school-wide report cards for each student on their caseload

Case Management Support and Development

In the 19.20 School Year School Leaders and the ISE NeST team are taking a collaborative approach to supporting teachers maintain compliance. This support includes:

- A NeST created Case Management Hub ([template](#)) for each campus that includes all calendars, checklists and schedules for that campus. This will be maintained by each case manager for the students on their caseload
- School leaders will regularly check-in with each Case Manager to use the Case Management Hub to track task completion and timeliness
- ISE NeST Team will provide initial training for all staff on Case Management Organization and how to maintain the systems and structures established
- ISE NeST Team will complete monthly case management reviews for all ISE teachers

Function-Based Approach to Behavior

Our Beliefs About Behavior

We have 5 key beliefs about behavior that drive how we approach our instruction for students in regards to behavior. These 5 beliefs are...

- **Behavior Communicates a Need**
We believe that behavior communicates a need. We not only need to teach and modify behavior, but we also need to determine what the need is that the student is trying to communicate as behavior is a form of communication.
- **Behavior is Learned**
We believe that behavior is learned and that behavior needs to be taught just like we teach academics. Just like we would never expect a student who is unable to currently read to be able to read without being taught, we would not expect a student who is unable to follow the rules of behavior to be able to make appropriate choices without being first taught the necessary behavior.
- **Behavior Can Be Changed Through an Instructional Approach**
We believe that behavior can be changed through an instructional approach. Related, just as we need to differentiate our instruction to meet students where they are, we need to do the same for student behavior. Our behavior systems--both our approaches to reinforcement and modification--which often work for the vast majority of students need to be differentiated in order to work for a subset of our students. In addition to the codification of best practices below, this document also describes how we need to differentiate our reinforcement and modification approaches in order to effectively support all students to be successful in our schools.
- **Behavior is Predictable**
We believe that behavior is predictable. Once we determine the need they are trying to communicate we need to help them find a better way to meet their need in a way that is least disruptive to the class.
- **Behavior is Increased through Successive Interactions (Practice)**
We believe that behavior is increased through successive interactions (practice). We believe that students need prompting in order to learn the new skill/behavior we are trying to teach. We believe that just as we reinforce academic progress and growth we must also reinforce behavior progress and growth. We must communicate what we want students to continue to do in order for a new behavior to be learned. We know and understand that behavior takes time and often gets worse before it gets better but we must remain consistent in fidelity of our plan in order to see overall progress.

Functions-Based Approach

Our beliefs therefore drive our Function-Based Approach to creating individualized behavior intervention plans (BIPs) for students in which behavior is an area of need. Our Mental Health Providers complete Functional Behavior Analysis assessments to create these individualized plans. The MHP works with the IEP Team to complete an individual plan to support the student that is rooted in our core beliefs to behavior.

RSP Approach to Behavior

Read our [RSP Approach to Behavior](#) to understand how we support ALL students.

Family Engagement

Each day our families entrust in us the people who matter most -- their Rocketeers. We honor that trust by having open and consistent communication with our families. Our families are truly partners and key stakeholders in the development and growth of their child. We want to ensure that communication is consistent, clear and truly listen to the wants, needs and values of our families. Key elements of our family engagement:

- Home Visits: At the beginning of the year, we join our grade level teams to visit our families and their Rocketeers at home to gain and understanding of their hopes, desires, strengths and areas of support.
- Consistent Communication: A Rocketeer's progress requires collaboration -- consistently communication with families throughout the year. We use formal touch points like IEP Meetings, Family Conferences and SchoolEvents but we move beyond that with communicating on a weekly basis of student successes along with seeking insight for developing student supports.
- Parents as Advocates: Collaborating with our families to be informed and engaged in the process IEP and evaluation process. We want our families to have space and time for their voices to be heard and advocate for the needs of their child at our Rocketship Schools and through a child's educational career.

Often times, the strength of family relationships impacts the academic progress of our Rocketeers. We gain insight on our Rocketeers from the people who love them the most. Our partnerships also allow for us to maximize our support from IEPs. In order for students to achieve the goals we've set out, we need to ensure families are with us every step of the way.

Professional Development

Differentiated Support

In order to best support the different performance levels and expectations of our ISE teachers and paras, we have created differentiated professional development for each category of teacher and para. For our each of our ISE focus areas; instruction, case management and behavior, teachers and paraprofessionals have varied goals and focus areas for their development. Below is a high level progression of the differentiation coaches and ISE NeST will use throughout the year to rapidly develop and strengthen our teachers and paraprofessionals.

Instruction

For our developing teachers, we want them to initially focus on becoming strong at the execution of scripted small group instruction by using LLI. As they develop their instructional capacity and reach Phase III in LLI, they will become an expanding teacher. An expanding teacher should be at Phase III in their LLI implementation and increasing their co-planning and co-teaching efforts with general educators based upon student needs. Finally, a master teacher should be investing deeply in co-planning and co-teaching with general education and providing increasingly differentiated support for students with disabilities.

Case Management

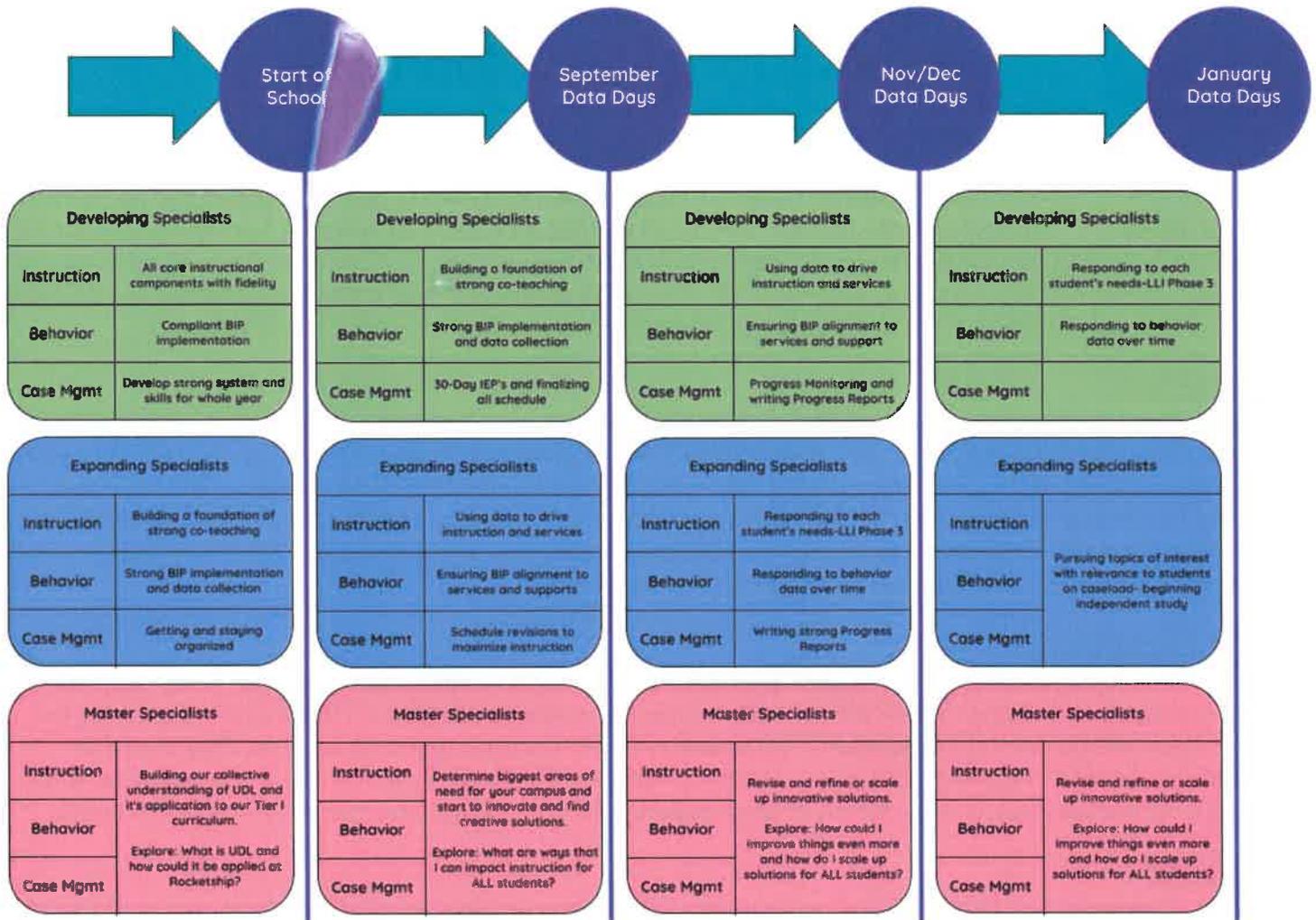
For our developing teachers, a key focus of their summer training is learning how to build a strong foundation for case management (setting up their IEP schedule, service schedule, and IEP files). Their initial focus during the school year will be maintaining excellent compliance systems.. For our expanding teachers, they should be proficient at case management and able to focus on improving the quality of IEP writing and meeting facilitation. For our master teachers, collaboratively problem solving and supporting more complex and nuanced needs.

Behavior

For our developing teachers, the priority in summer PD will be preparing them to implement existing BIPs and small group behavior instruction. When they are able to consistently deliver on existing BIPs they will be considered expanding teachers and will then be focused on improving their design of high-quality BIPs and aligned behavior instruction. We would expect a master teacher to both design and implement high-quality BIPs and behavior instruction in order for students to learn new skills and social/emotional competencies.

Professional Learning Plans

All of our ISE Specialists will work in partnership with School Leaders and Program Specialists to develop individual professional learning plans. These plans will outline a specialists target areas of development for a period of time, with specific and measurable goals aligned to each target. The learning plans are increasingly structured for our Developing Teachers while giving greater independence for our Expanding and Master teachers. Our Emerging and Master teachers also have more opportunity to engage with the Tier I curriculum and ways to differentiate for their specific students.



Development Structures for 19.20

ISE Institute (Three Days the Week of July 15th)

For our new-to-Rocketship Developing teachers, we have introduced a supplemental ISE institute for three days prior to teacher PD (one institute in DC for new DC, TN, and MKE ISE teachers and one institute in CA for new CA teachers). The main intent of the institute ([agenda](#)) is to have teachers experience directly working with students at ESY and summer school in order to purposefully practice small group management and instruction.

Annual Professional Development

For both summer and school year professional development, we have developed differentiated tracks across our three domains (Instruction, Case Management, Behavior) for Developing and Expanding Teachers and Paraprofessionals. For our Master teachers they will have increased flexibility to develop their own specific annual personal development plan--including participation in a monthly national PLC comprised of master teachers working on improving the accessibility of our curriculum and supports for all learners.

Credentialing & Support Programs

Finally, we have collaborated with experienced training programs in three regions which have a track record of producing effective ISE teachers. In CA, all ISE teachers without a credential will be participating in LMU's one year special education teacher preparation program. In DC, ISE teachers without a special education license will

be participating in KIPP DC's special education teacher certification program. In MKE, ISE NeST is working on acquiring funding for ISE Specialists to acquire special education licenses in grade levels for which they aren't currently certified to teach.

ISE NeST Support

Beyond the supports mentioned above and supports across the three domains listed below, the focus for ISE regional teams will be moving new teachers and paraprofessionals from Developing to Expanding and Expanding to Master teachers so that 80% of our ISE teachers in the 19-20 SY will deliver at least 1.5 years of growth in reading for their students. Below is a brief outline of how ISE NesT Team will collaborate with school leaders to deliver on that instructional outcome as well as support the other two domains.

Our approach to school support throughout the year:

- Monthly ISE Walkthroughs & meetings with ISE coaches
- School specific and network PD aligned with our focus areas
- Program Specialists support as an extension of school leader coaching

Instruction

School Leader

- Regular observation, feedback, and coaching of ISE teachers and paraprofessionals
- Facilitate cohort placement of students and schedule execution
- Support collaboration structures with Gen Ed

ISE Regional

- Train ISE teachers on curriculum and intervention
- Collaborate with SLs on ISE teacher observation, feedback, and coaching

Case Management

School Leader

- Monitor timely task completion (IEP meetings, service delivery, file maintenance)
 - Keep on track versus fire fighting
- Use Case Management tool to track task completion

ISE Regional

- Train ISE teachers on case management tasks and monitoring tools
- Monthly case management reviews for all ISE teachers

Behavior

School Leader

- Problem-solve with specialist and team students with highest need (quality of plan, implementation)
- Leverage school-wide MTSS systems for behavior in order to minimize disruption of ISE specialist's dedicated instructional time

ISE Regional

- Train ISE teachers on developing quality BIPs and delivering behavior services.
- Problem-solve individual students

Educationally Related Mental Health Services (ERMHS) Referral, Assessment, and Service Delivery

Department of Integrated Special Education, Rocketship Education (California Schools)

What are ERMHS?

Educationally Related Mental Health Services (ERMHS) are special education related services. Like any other related service, they are provided to students with IEPs who require them in order to access and benefit from their educational programs. Specifically, ERMHS services support students who display mental health and/or social-emotional needs that have a significant and adverse impact on educational performance.

How do I know if a student should be referred to an ERMHS (Social-Emotional) evaluation?

Students can only be referred for an ERMHS evaluation if they already have an IEP (general education students with mental health concerns should be referred to the SST process and/or the general counseling program at the school). The following indicators might suggest to the IEP team that an ERMHS referral is warranted:

- The student is exhibiting maladaptive or atypical behaviors (e.g. self-harm or frequent talk of self-harm, physically aggressive behaviors, etc.) that are negatively impacting educational performance
- A parent or doctor provides information indicating that the student has a mental health disorder
- The student has a significant change in behavior which results in a negative impact on their educational performance

Note that ERMHS services are not tied to any one eligibility, but in almost all cases, students with an eligibility of Emotional Disturbance should have ERMHS services as a component of their IEPs.

How do I refer a student for an ERMHS (Social-Emotional) assessment?

All ERMHS referrals at Rocketship will go through the school's assigned ERMHS provider (Mental Health Provider), who will then loop in the school psychologist. Teachers should not reach out directly to our ERMHS providers to refer a student for 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 Mental Health Provider to discuss the presenting concerns, including:

- Presenting behaviors
- Previously implemented interventions and effectiveness
- Overall academic and/or educational impact of behaviors

If it is determined that an ERMHS assessment is warranted, the Mental Health Provider will:

- Prepare an assessment plan and prior written notice

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 (Social-Emotional) 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 ERMHS provider. In order to determine the need for services, ERMHS assessments, named as Social-Emotional assessment, at Rocketship will include the following components:

- Behavior/social emotional rating scales: completed by the School Psychologist with the teacher, the family and, if appropriate, with the student
- Observations: completed by the School Psychologist and/or ERMHS provider, including observations in both the classroom and during unstructured times
- Interviews: completed by the School Psychologist with the teacher(s), the student, the family, and any other relevant stakeholders
- Instructional factors: completed by the ISE specialist

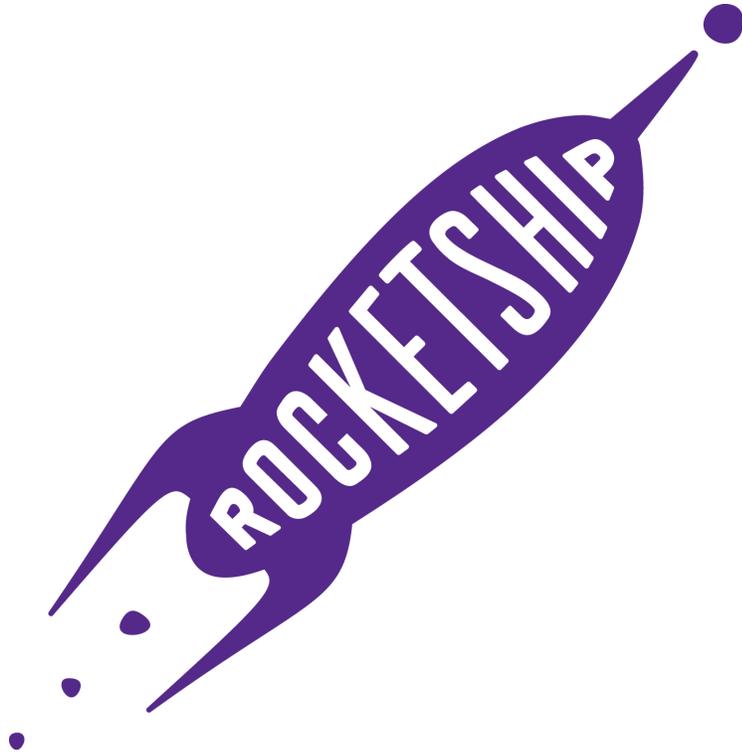
Following each assessment, the ERMHS provider and the school psychologist will meet informally before the IEP meeting to discuss results and align on recommendations to be made to the IEP team. The School Psychologist will write an evaluation report incorporating the assessment results and summarizing the assessment recommendations.

What ERMHS services might a student receive as a result of the ERMHS evaluation?

The exact services will be determined by the IEP team based on the results of the ERMHS evaluation, but the following services are all considered ERMHS services: Individual Counseling, Counseling and Guidance, Parent Counseling, Social Work Services, and Psychological Services as defined by CASEMIS. Our ERMHS providers are our Mental Health Providers at Rocketship.

How do we update progress towards IEP goals?

ERMHS providers will provide an update on student progress towards IEP goals directly to the ISE case manager before each IEP goal reporting period. The ERMHS provider will be responsible for completing the progress report update in SEIS.



Pre-Referral Playbook

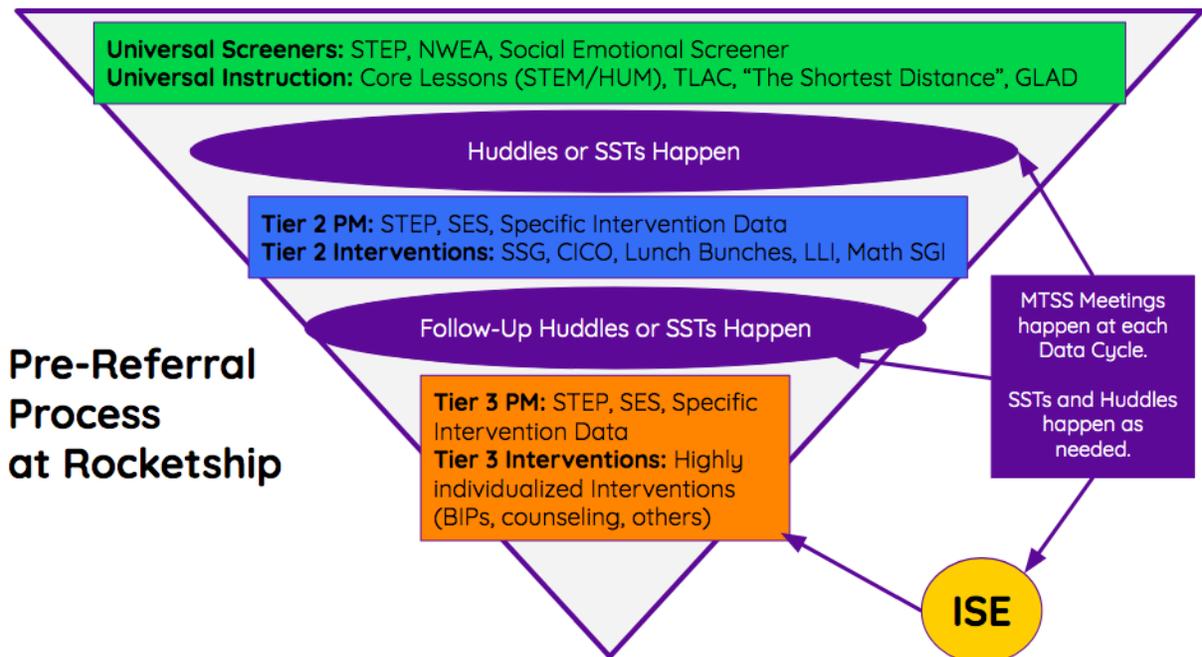
Section 1: Overview of the Pre-referral Process and Purpose

What is a pre-referral process?

“Pre-referral process” refers to any of the general education interventions that occur for students who do not have IEPs. It’s a bit of a misnomer, because pre-referral interventions don’t always lead to a referral for a special education evaluation – in fact, when we are executing a high quality pre-referral process, we will be able to successfully intervene early with many students, **preventing the need for a special education evaluation** and “label.”

There are many components of the pre-referral process at Rocketship, ranging from the LLI small groups that occur with tutors in the learning lab to the handwriting intervention groups to actual SST meetings. The focus of this playbook is on the ‘Student Study Team’ (SST) component of our pre-referral process, and how it fits within the greater Multi-Tiered System of Supports (MTSS) framework at Rocketship.

The SST meeting is a problem-solving process during which stakeholders come together to generate solutions for the most serious individual student challenges in the educational setting. SSTs are held when other classroom-based or small-group interventions (generated through universal screenings or MTSS meeting decisions) have been unsuccessful, in order to address a range of student needs. Areas of concern may include academic, behavioral, social-emotional, ELL, sensory motor, self-care, speech and language, or attendance difficulties. SSTs are a function of general education, although ISE team members are sometimes involved as consultants (particularly when a referral for Special Education assessment is being considered).



What legal requirements inform pre-referral policies and procedures?

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

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the grade level school leader who connects with the school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Rocketship Redwood City will also notify the District and/or SELPA of the assessment request within five days of receipt. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent. Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

Section 2: The Student Huddle Process (Optional)

At Rocketship, an *optional* step in the pre-referral process is known as a “Student Huddle.” Student huddles happen before SSTs meetings, as a way to engage in some initial brainstorming and problem solving, before needing a more formal and intensive meeting. The “Student Huddle” is a grade level, team-based problem solving process which focuses on generating interventions and supports for an individual student, with the intention that the supports generated for that student will benefit several students in the cohort. Supports generated in the Student Huddle process should be relatively low lift for teachers – the idea is to assess the degree to which the student responds to low level supports in the classroom before investing in the time intensive process of generating targeted, intensive supports.

Rocketship began implementing the Student Huddle process in 2013-14, and teams that implemented the process with fidelity reported a range of positive outcomes, including increased teacher capacity to support struggling students.

What happens during a Student Huddle?

During a Student Huddle, the grade level school leader (or other named staff) facilitates a discussion with the grade level team regarding the individual student of concern. The presenting concern can be academic, behavioral, or both. The team clarifies the concern, brainstorms potential solutions, commits on a plan of action, and schedules a date to revisit the plan to evaluate success and determine next steps.

What happens after a Student Huddle?

After the Student Huddle occurs, teachers implement the committed next steps and supports that were agreed upon, and the school leader monitors and supports the implementation of these supports. The grade level team should revisit the student approximately 4 weeks after the initial Student Huddle.

Based on the responsiveness of the student, the team may decide to:

- Discontinue the support(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the support(s) (if the student is making good progress but is not yet ready to function without the support)
- Refer the student to SST, a more intensive level of support

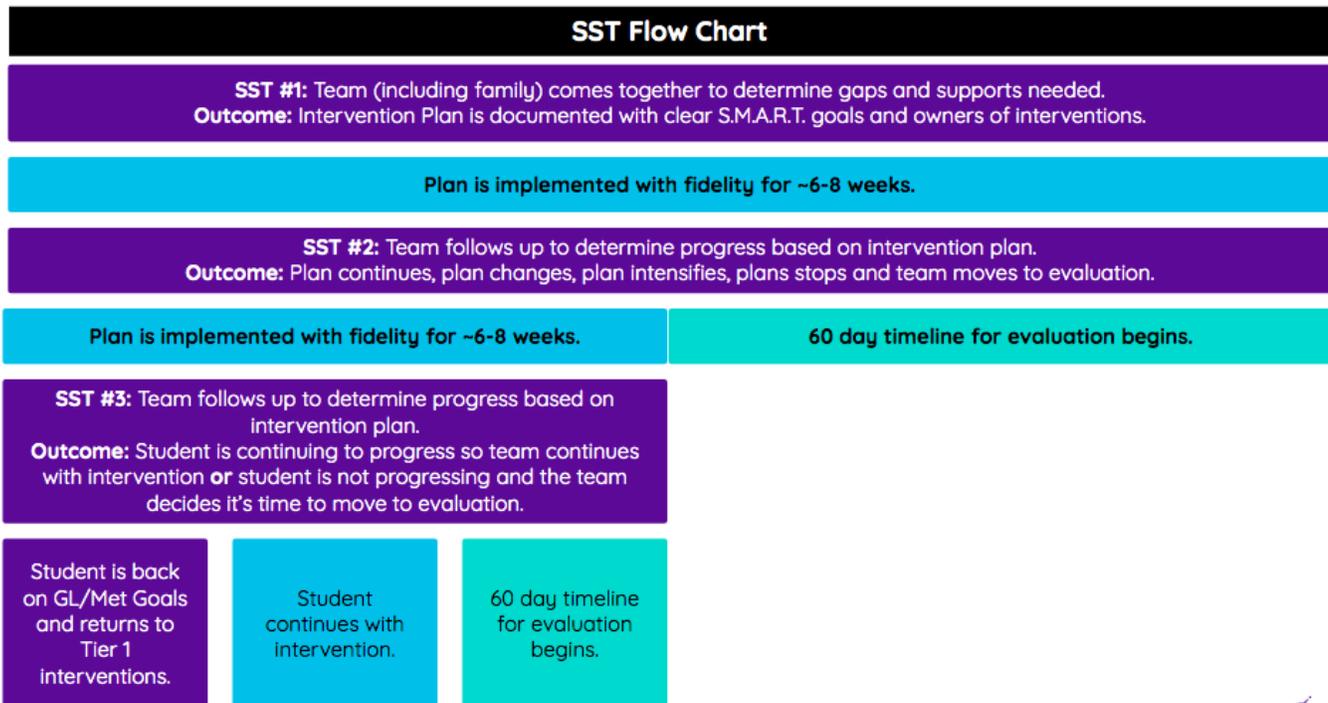
How do we know if a student should be referred to an SST?

Based on the responsiveness of the student, the team may decide to:

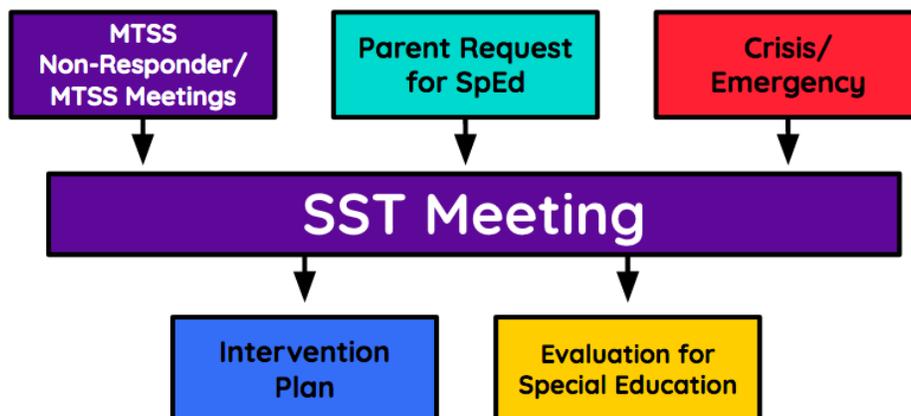
- Multiple teachers are struggling to support the student
- The student is struggling in more than one area

Section 3: Overview of the SST Process

The Student Study Team, or SST, is a more intensive team-based problem solving approach, in which a team of individuals creates an intensive, individualized support plan for a student who is demonstrating significant and persistent academic and/or behavioral challenges. An SST is also held any time a parent request for special education assessment is made (see Section 4 of this playbook for more information on how to respond to parent requests for special education assessment). The various ways that a student can arrive at an SST, as well as the potential outcomes of an SST meeting, are summarized in the graphic below:



What leads to an SST? What is the outcome of an SST?



How do staff prepare for an SST meeting?

Teachers should come to SST meetings prepared to share quantitative and qualitative information on the student's present levels of performance, including rates of progress and performance compared to the class average. If the student is participating in an intervention(s), the intervention provider(s) should be prepared to share the student's current progress monitoring data (e.g. STEP data, CICO data, etc.). If behavior concerns are indicated, the school leader/grade level coach should be prepared to share any relevant discipline data (e.g. suspension reports or BDF data). If special education assessment is being discussed at the meeting, the school psychologist/mental health provider will prepare any required paperwork and invite any relevant related service providers.

What happens during an SST meeting?

During an SST meeting, staff review available data and generate interventions to support the student. See the "resources" section of this playbook for more guidance on creating interventions for individual students. Team members create specific goals for the student, along with a plan for monitoring progress towards the goals. The team aligns on next steps and responsibilities, and schedules the follow-up SST meeting.

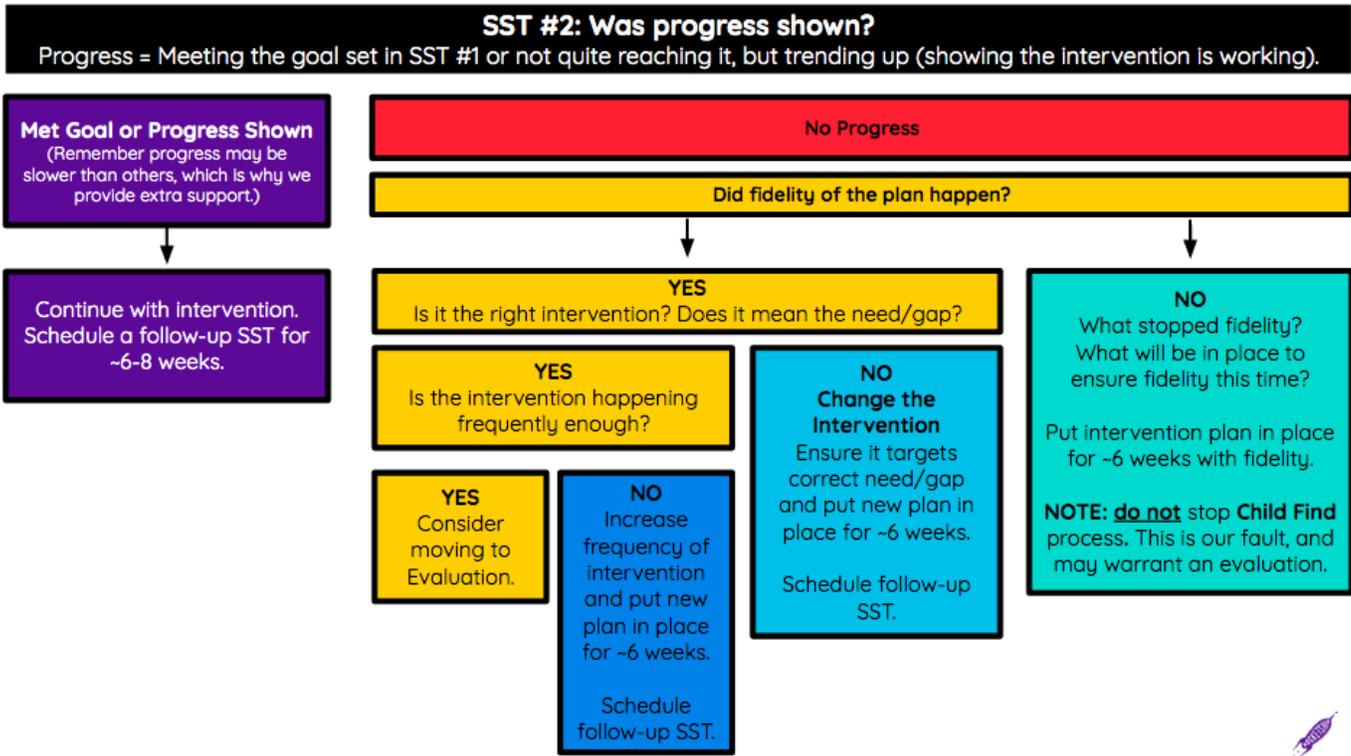
What happens after an SST meeting?

After the SST meeting, the interventions are implemented and progress is monitored. The school leader/grade level coach monitors and, if necessary, supports the implementation of interventions and the monitoring of student progress. A follow-up SST meeting is held within 4-6 weeks to evaluate the effectiveness of the interventions and generate next steps.

Based on the responsiveness of the student, the team may decide to:

- Discontinue the intervention(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the intervention(s) (if the student is making good progress but is not yet ready to function without the support of the intervention)
- Intensify the intervention if student is not seeing the progress set
- Change the intervention, if it is not targeting the correct need/gap

*see chart on next page to help determine next steps



How do we know if and when we should consider a special education evaluation for a student?

The same guidelines described in the “Student Huddle” section of this playbook apply here as well. Please note that the school psychologist or speech language pathologist (in cases of suspected speech or language impairment) **must always** be involved in the decision to assess for special education eligibility and related service providers **must always** be involved in determining whether or not to assess in their area of expertise.

Students may be appropriate candidates for a special education evaluation when:

- They are not “on track” to meet their goal after at least 2 rounds of intervention
- They have not made significant progress towards grade level standards despite individualization of Tier 3 interventions
- They remain at least 2 years below grade level, despite a history of small group Tier 2 interventions
- Their behaviors significantly impact the learning of the class, or their own learning despite Tier 2 interventions (CICO, social skills groups, lunch bunches, etc.), Tier 3 interventions (counseling, behavior plan), and the teacher is successful at all executing TLAC skills at a Tier 1 level.
- Any behavior that is dangerous to students or staff (boulder level) and has occurred repeatedly (3 or more boulder level behaviors).
- Student is unable to care for personal needs at an age-appropriate level (feeding, toileting, following routines, age-appropriate independence skills, etc.)

In addition, the psych services team and principal will hold have bi-weekly meetings where the principal can consult about:

- Whether or not a specific student concern warrants additional support
- Potential interventions to discuss at an upcoming SST meeting
- To pre-meet regarding appropriate next-steps at a follow-up SST (including the possibility of offering an assessment).

Can I refer a student with an IEP for an SST meeting?

No! If a team member has concerns about a student who already has an IEP (including a speech only IEP), they should work with the student’s case manager to schedule an IEP meeting to discuss the concerns and next steps. Any changes to the educational program of a child with an IEP must be made through the formal IEP process.

If a concern is expressed by a member of the student’s IEP team (ex. Parents or teacher) that concern must be addressed in the form of an IEP meeting within 30 days.

Section 4: Responding to Parent Requests for Special Education Testing

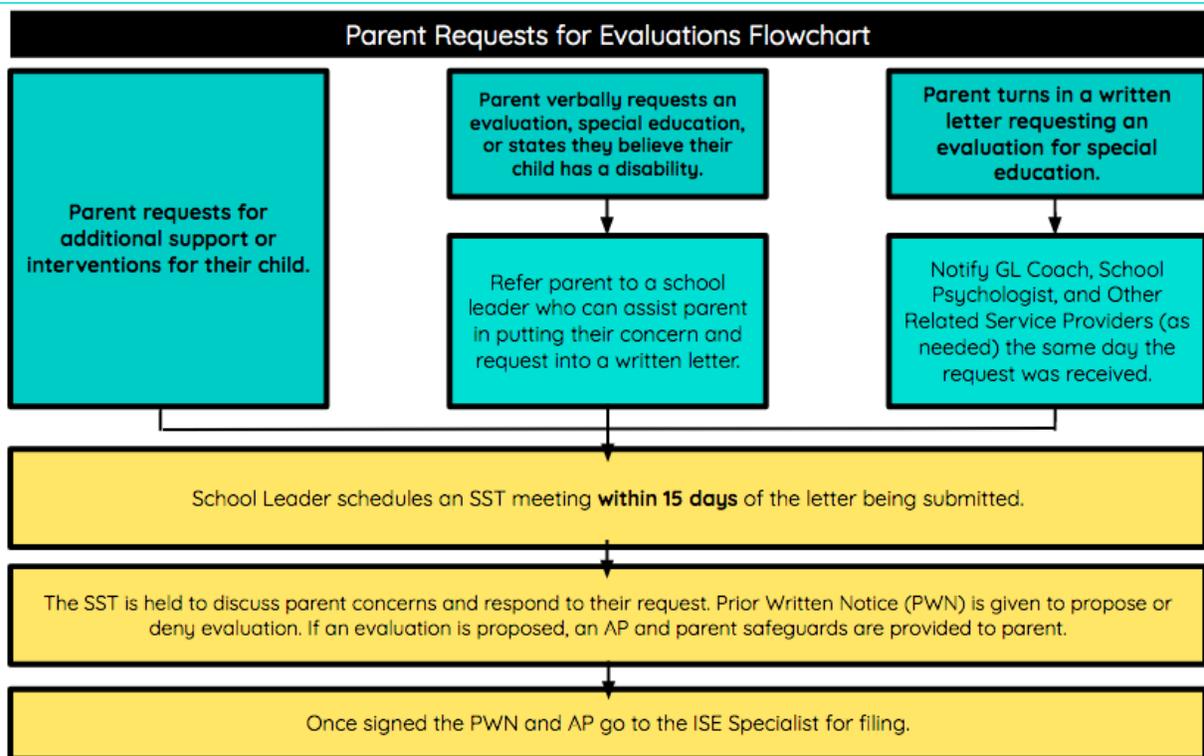
There are several IDEA guidelines that mandate how schools must respond when a parent makes a formal request for special education testing. Schools are **required** to:

- Assist the parent in putting the request in writing, if the request is made verbally.
- Respond formally and in writing to the request within 15 calendar days of receiving it.
- Consider the request for assessment and, unless the available data demonstrates that there is **no reason** to suspect the child may have a disability (e.g. the child is performing on grade level in all areas and is not displaying any maladaptive behaviors), comply with the request.
- If a request is being denied a PWN must be completed. The written request, SST notes, and PWN must be filed into the student's CUM (in the red folder).

At Rocketship, we utilize our Student Huddle and SST process as the formal mechanisms for responding to parent requests for special education assessment. See process below.

What?	Who?	When?
Assist the parent in putting the request in writing (if necessary)	The individual receiving the request (usually the OM or a school leader)	Immediately upon hearing the request
Notify the school psychologist and the appropriate related service providers based on the concerns (ex. speech pathologist if language concerns and occupational therapist if sensory, motor, and/or self-care concerns)	The individual receiving the request	Immediately (same day!) upon receiving the request
Schedule and facilitate a Student Huddle meeting	The school leader managing the grade level	Ideally within 7-10 days of receiving the request
Conduct a record review to gather historical data for the team to review	School Psychologist	Prior to the Student Huddle meeting
Determine, based on the available data, if the school will proceed with a special education evaluation	The Student Huddle team (classroom teachers, school leader, school psychologist, and speech pathologist <if applicable>)	During the Student Huddle meeting
Prepare the paperwork based on the decision	The School Psychologists and Speech Pathologist (if applicable)	After the Student Huddle and prior to the SST meeting
Schedule and facilitate an SST meeting wherein the school's decision and appropriate paperwork is presented to the parent	The school leader managing the grade level (in collaboration with the school psychologist and/or Speech Pathologist, if applicable)	<u>Within 15 days of receiving the request</u> (remember that this is our legal mandate)

Parent Request FlowChart



Section 5: SST Roles and Responsibilities

Grade Level School Leader:

- Schedule SSTs for their grade levels
- Facilitate SST meetings for their grade levels, and ensure action steps are completed
- Schedule follow up SST meetings and ensure the team re-visits intervention data and progress.
- Complete screening referral forms, submit to service provider, invite service provider to follow up meeting, engage in communication regarding results if service provider cannot attend follow up

Psych Services Team Responsibilities:

- Available for designated SST 30 minute blocks (2 per site per week)
- Will attend SSTs when special education evaluation is be considered (within SST blocks)
- Will attend on-going meetings with SST lead to prepare for upcoming SSTs (recommended at least bi-weekly)
- Will attend SSTs held to respond to parent requests for evaluation
- Will attend SSTs for high level behavior needs
- Will hold weekly meetings with Principals to consult about upcoming SST meetings, or discuss the need for SSTs for specific students of concern.

Teachers:

- Refer students to the school leader if serious concerns exist outside of data cycles
- Bring relevant student data to Student Huddles and/or SST meetings
- Implement interventions and monitor progress
- Contribute information to speech and/or OT screening request paperwork when needed

Speech Language Pathologists/Occupational Therapists/Adapted Physical Education:

- Speech language pathologists, occupational therapists, and adapted physical education providers, operating under ESSA as specialized instructional support personnel (SISPs), are referred to throughout this document as related service providers.
- When receiving screen requests coming out of MTSS meetings, complete screenings by next MTSS cycle date.
- When receiving screen requests coming out of SST meetings,
 - Screen is completed within two-three weeks
 - SST meeting to review screen occurs three weeks from the screen request. Team determines the next steps for intervention and support.
 - Follow-Up SST Meeting in 6-8 weeks after implementation of related service intervention to determine the next stages of support. .
- Attend SST meetings when needed (pending outcome of screens)

ISE Specialists

ISE Specialists typically do not attend Student Huddles or SSTs, as these are a function of general education. They may however attend in unique cases, such as:

- If an Assessment Plan will be proposed
- Tier 3 interventions with ISE groups are being considered (pending capacity)

Section 6: Support Requests for Speech, OT & APE

Teachers and School Leaders can identify student needs that may fall under the realm of speech and OT support. This could be a range of things from speech and language development, gross motor skills, fine motor skills, perceptual abilities, self-care skills, or sensory-related behaviors.

Here is the process for identifying the need and right supports for related services:

- Team identifies a concern for a student
- Submit a Related Services (OT, SLP & APE) Support Inquiry
- Related Service Provider connects with school team based on needs and school team schedules an SST in the following week for the Related Service provider to attend.
- Based on the initial SST meeting, the team decides the proper interventions and next steps. Depending on the need, a subsequent SST meeting is scheduled in 3-6 weeks to review intervention data.

What types of concerns might indicate a related service support inquiry:

Speech

- Peers cannot understand the student
- The student struggles to follow simple (1-2 step) instructions, or comprehension is a significant area of concern
- Language appears significantly delayed, but not related to being an English language learner.

OT

- Difficulty with age-appropriate fine motor tasks, such as drawing shapes, opening containers, writing letters/numbers, cutting, or copying work from the board
- Inability to maintain a safe, seated position for a significant portion of class or difficulty navigating classroom or campus spaces safely (ex. stairs/playground)
- Difficulty completing age appropriate self-care tasks necessary for the school environment: eating, toileting, dressing
- Student engages in disruptive or unsafe sensory-related behaviors (eating or mouthing non-food objects, extreme responses to loud sounds or touch, unusual need to touch objects/textures, rocking/spinning)

APE

- Student has a severe orthopedic or other health impairment which prevents his/her from safely or successfully participating in the physical education program
- Student is unable to imitate basic motor actions (ex. hands over head), stand on one foot, jump, run, throw, or catch a large ball thrown from 5 feet away in spite of multiple teaching attempts.
- Check out the [APE Playbook](#) for all the information

Section 7: SSTs and Statewide Testing Supports

SBAC Testing (California and Wisconsin)

There are three types of supports available to students on the SBAC assessment. "Universal Supports" are available to all students and include things like scratch paper and a digital highlighter. "Accommodations" are available **only** to students who have them documented in a 504 or IEP, and include things like a scribe or use of a multiplication table. There is a third type of support, "Designated Supports" that are available to "any student for whom the need has been indicated by an educator." This includes things like testing in a separate setting and read aloud or scribe for math items.

TNReady (Tennessee)

Similarly, the TNReady assessment in Tennessee makes available several accessibility features to students for whom the need has been designated and documented.

Designating and Documenting Statewide Testing Supports (all regions)

At Rocketship, we use the SST process to identify required "Designated Supports" or "Accessibility Features" for students who may require them. In order to make these supports available to students in the SST process, you must:

- Discuss the need for the supports as an SST meeting, and **document** the need for the supports on the SST paperwork (there is a section for this)
- In the spring, the site-based testing coordinator will work with the analytics team to complete the ISAAP tool, wherein the designated supports are assigned to each individual student

See the "Resources" section for several SBAC and TNReady accessibility resources.

Section 8: Best Practices

Before the Meeting- Scheduling and Reminders: Keep SSTs scheduled during specified SST blocks when possible and try to avoid having more than 2 SSTs scheduled per week. Call parents to invite them to the meeting when it is scheduled and set up a calendar invite with appropriate school leaders, grade level teachers, ILS (optional), School Psych (if during SST blocks), other service providers, and translator (if needed). Call to remind parents of SST the week before. Sometimes, an OM can take the lead in scheduling with regular communication structures and management from the SST lead. At the SST meeting, the school leader (facilitator) will schedule the follow up meeting 6-8 weeks later. The school leader should add the meeting to the SST scheduling doc as well as send a gcal invite.

Sample Parent Scheduling Script:

“Hello Ms. Garcia, I wanted to let you know that a team of our staff including Valeria’s teachers, the school psychologist, and the assistant principal who oversees 2nd grade would like to meet to discuss some ways to better support Valeria with reading. The team will be meeting on Monday October 12th from 7:15 - 7:45. If you are available, it would be great for you to join in order to share more information about Valeria and help with our problem-solving process. I know this time may be inconvenient, so if you’d like to call in to the meeting or have us send you home the paperwork with our notes and decisions afterwards, we can do that as well. Our office manager will be calling to remind you a few days in advance that there is a team meeting for Valeria on Monday October 12th at 7:15. We hope to see you there. Thank you.”

During the meeting- Intervention Planning: The intervention plan is the action plan that is created in the SST meeting after student gaps are identified. The following guidelines should be considered with planning SST interventions. More information on intervention planning can be found “Resources” section of this playbook.

- Intervention should be directly aligned with the identified area of need
- Start with interventions and structures that are already available on your campus
- Consider how a Tier 1 or 2 support could be modified to be a tier 2 or 3 support (e.g. LLI 1:1, or double-dose of guided reading)
- Consider training select staff on additional interventions to allow for greater flexibility (e.g. Touch Math, Sound Partners, fluency routines, etc.)
- Accommodations **are not** interventions

During the meeting- Generating a Progress Monitoring Plan: As part of the intervention plan, a plan for monitoring student progress with intervention should also be developed. It is important that this plan is developed and implemented in order for the team to make decisions about next steps in follow up SST meeting. For example, if a student's progress monitoring data suggests little or no gain, the intervention should be modified. Conversely, if the data suggests that the student is on track to meeting the goal, the intervention should be continued. See below for additional guidelines in setting up progress monitoring plans.

- All SSTs should result in a specific goal. Example goals:
 - Master all letter names/sounds, or X number of sight words
 - Pass the comprehension portion on STEP 5
 - Be able to solve single digit addition problems at 80% accuracy
 - Meet CICO goal of 80% for 4/5 days consecutive days
- Whenever possible, use an already-existing assessment systems:
 - STEP
 - BDFs (Behavior Disciplinary Forms)
 - CICO
 - Formative assessments or benchmarks

Section 9: Common Pre-Referral Pitfalls and How to Avoid Them

Rocketship’s pre-referral and SST process is designed to identify students needing support and match them with the appropriate intervention, as well as ensure that schools are adhering to their child find obligations. However, over the years we have observed several common pre-referral pitfalls, which are described below along with recommendations for avoiding them.

Pre-Referral Pitfall	Recommendations for Avoiding
<p>Certain grade levels move students through the pre-referral process appropriately while other grade levels don’t refer any students to SST.</p>	<ul style="list-style-type: none"> ● 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.
<p>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.</p>	<ul style="list-style-type: none"> ● 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 <i>consider</i> the need for a referral for assessment. ● Schedule regular consultation with your School Psychologist to review the data of students in the intervention process and identify appropriate referrals. ● Student huddles should be for general concerns and should not last for more than 2 huddles.
<p>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.</p>	<ul style="list-style-type: none"> ● Ensure that all staff members are aware of their obligation to support parents in putting verbal requests for assessment into writing. ● Ensure that all staff members are aware of the 15 day timeline requirement. ● Notify your school psychologist and/or speech language pathologist immediately when a request for evaluation for special education is received. ● Schedule the Student Huddle and follow-up SST meeting as soon as possible after the request for testing is received.
<p>Students receive informal interventions (e.g. the ISE Specialist pulls them along with ISE students in a small group) but none of the interventions are documented. School teams want to refer students who are still struggling for a SPED evaluation, but it is difficult for the ISE team to determine the appropriateness without documentation.</p>	<ul style="list-style-type: none"> ● 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 2 and 3 interventions.

Pre-Referral Pitfall	Recommendations for Avoiding
<p>ISE is the only option for individualized, Tier 3 interventions. If the ISE caseload is full, there are no options for additional, non-ISE students who require that level of support.</p>	<ul style="list-style-type: none"> ● Tier 3 just means that the intervention is targeted and individualized, and schools can be creative in thinking about who can deliver these services. See the “Resources” section for guidance.
<p>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.</p>	<ul style="list-style-type: none"> ● Pace SST meetings appropriately to ensure the team has time to align on a measurable, ambitious yet realistic goal, as well as a progress monitoring plan. Be sure to document the goal on the SST paperwork for reference in the next meeting.
<p>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.</p>	<ul style="list-style-type: none"> ● Pace SST meetings appropriately to ensure the team has time to align on ownership of next steps. ● Send an email to all meeting participants summarizing next steps.

Section 9: Behavior Intervention Plans

Students are often referred to the SST process because of concerns with maladaptive behavior (either in isolation or co-occurring with academic challenges). Most students will first be placed in social-emotional or behavior interventions as a result of MTSS meetings. For example, students may be placed in individualized plan named in SST, Check-In Check-Out (CICO), social skills groups, or counseling. In some cases, students will not respond adequately to these Tier 2 and 3 supports, and will continue to demonstrate highly disruptive, unsafe, or otherwise concerning behaviors.

In these cases, SST teams are encouraged to consider an assessment. If a student is at a level that they require an individualized behavior plan we should be formally assessing that area of need.

A behavior intervention plan identifies the target behavior as well as an appropriate replacement behavior, and outlines the approach the team will take to teach and reinforce the replacement behavior, as well as norm on a plan to respond when the problem behavior occurs. Behavior intervention plans are most effective when they are based on an identified function of the problem behavior. There are several resources in the “Resources” section of this playbook to help with intervention ideas prior to needing a full Functional Behavior Assessment (FBA) to develop a BIP, but should a FBA be deemed necessary, the following will take place through the FBA process.

1. Identify the behavior the plan will be targeting.
2. Establish the baseline (i.e. how frequently the problem behavior occurs).
3. Hypothesize a function of the behavior (i.e. what need is currently being met for the student? What is the student trying to obtain or avoid with the behavior?)
4. Identify a replacement behavior (i.e. how can the student meet that same need with an alternative, acceptable behavior?)
5. Develop a SMART goal and a progress monitoring plan.
6. Identify the environmental changes that will need to be made in order for the student to use the replacement behavior.
7. Create a plan to teach the student the new replacement behavior.
8. Identify the strategies that will be used to positively reinforce the student for using the replacement behavior.
9. Align on how the team will respond if and when the problem behavior occurs again.

Note: School teams must get parental consent in order to collect behavioral data when developing a behavior intervention plan. The parent consent form can be found in the “Resources” section of the playbook.

The school site Mental Health Provider are available to support SST teams with the development of behavior intervention plans.

Section 10: Pre-Referral Yearly Timeline

19.20 MTSS Non-Responder Timeline [Nashville]

Jul-Aug: BOY SSTs happen for students in the Pre-Referral Process during the 18-19 SY

September 23- November 8 (PTC): Initial round of SSTs based on MTSS Cycles

November 8-December 20: Parent Requests, Out-of-Cycle Concerns (should be few),
Follow-Up SST on Progress

January 7-February 14: Second round of initial SSTs based on MTSS Cycles

February 14-March 13: Parent Requests, Out-of-Cycle Concerns (should be few),
Follow-Up SST on Progress (last 19-20 Eval Requests)

March 13-EOY: Third round of initial SSTs based on MTSS Cycles happen for 19-20 SY

19.20 MTSS Non-Responder Timeline [Bay Area]

August: BOY SSTs happen for students in the Pre-Referral Process during the 18-19 SY

September 23- October 25 (PTC): Initial round of SSTs based on MTSS Cycles

October 25-December 20: Parent Requests, Out-of-Cycle Concerns (should be few),
Follow-Up SST on Progress

January 10-February 14: Second round of initial SSTs based on MTSS Cycles

February 14-March 20: Parent Requests, Out-of-Cycle Concerns (should be few),
Follow-Up SST on Progress (last 19-20 Eval Requests)

March 20-EOY: Third round of initial SSTs based on MTSS Cycles happen for 19-20 SY

Section 11: Resources

Google Sites:

- [MTSS](#)
- [Social-Emotional and Behavior](#)

Student Huddle and SST Paperwork:

- [Pre-Referral and 504 Dashboard](#) (template)
- [Huddle and SST Notes](#) (template)

School SST Tracking Resources:

- [SST and MTSS Folders](#) (Google folder where each school can store all of their pre-referral/SST paperwork)
- [School MTSS Dashboard](#) (template)

Pre-Referral Graphics:

- [RSP Pre-Referral Graphics \(ppt format\)](#)

Resources to Support Teams in Generating Interventions:

- [Tier 2/3 Academic Intervention Toolbox](#)
- [ELL Interventions Website](#)
- [Tier 1 Speech and Language Strategies](#)

Behavior Intervention Planning Resources:

- [Functions of Behavior Worksheet](#) (template)
- [Internal Working Model](#) (template)
- [BIM](#) (template)
- [Tier 3 Behavior Intervention Protocol](#)
- [Notice of Intent to Collect Data](#) (parent permission form)
- [Progress Monitoring for Behavior Interventions](#)
- [Writing Function-Based Behavior Intervention Plans](#) (PD designed for school leaders)

Statewide Testing Accessibility Guidelines:

- [TNReady Accessibility Guidelines](#)
- [SBAC Resources Guide](#) (for CA and WI – see page 5 for accessibility guidelines)

Domain & Component	Level 1: Below	Level 2: Approaching	Level 3: Meets	Level 4: Exceeds
	Domain 1: Planning and Preparation			
1a: Demonstrating knowledge of content and pedagogy	<p>The teacher makes content errors.</p> <p>The teacher does not consider prerequisite relationships when planning.</p> <p>The teacher's plans use inappropriate strategies for the discipline.</p> <p>HUM: Teacher skips parts of the HUM block</p> <p>STEM: Teacher unable to execute all components of the STEM block with basic fidelity</p>	<p>The teacher's understanding of the discipline is rudimentary.</p> <p>The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and are not suitable to the content.</p> <p>HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) but may give too little / too much time on any give component.</p> <p>STEM: Teacher executes all components of the STEM block with basic fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) though may struggle with pacing and spend too little/much time on any given component</p> <p>Teacher struggles to incorporate manipulatives into instruction and student worktime</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher provides clear explanations of the content .</p> <p>Instructional strategies in unit and lesson plans are entirely suitable to the content.</p> <p>HUM Block: Teacher internalizes and executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang)</p> <p>STEM Block: Teacher executes all components of the STEM block with fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) and accurate pacing</p> <p>Teacher incorporates manipulatives into instruction and student worktime</p>	<p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</p> <p>The teacher's plans reflect recent developments in content-related pedagogy.</p> <p>HUM: Teacher executes all parts of the HUM block w/ fidelity to structure (GR, Thematic Unit, RA, Phonics, CR, Lang) and also makes appropriate adjustments as necessary</p> <p>Teacher models clarity around excellent reading, writing, thinking and speaking habits and skills that are then replicated by students</p> <p>Students always have a book at their independent level that they are reading and can articulate what is taking place in their book/ things they are learning</p> <p>STEM: Teacher executes all components of the STEM block with fidelity (Spiral Review, Counting Routine or Number Story, Core Lesson, Targeted Instruction/SGI) and accurate pacing, making appropriate adjustments as necessary</p> <p>Teacher models clarity around excellent mathematical, scientific, writing, thinking and speaking habits and skills that are then replicated by nearly every student</p> <p>Teacher regularly incorporates manipulatives into instruction and student worktime, demonstrating an understanding of how manipulatives are connected to student understanding by capitalizing on key moments for their use.</p>
1b: Demonstrating knowledge of students and MTSS	<p>The teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>The teacher does not try to ascertain varied ability levels among students in the class.</p> <p>The teacher is not aware of students' interests or cultural heritages.</p> <p>The teacher takes no responsibility to learn about students' medical or learning disabilities.</p> <p>The teacher fails to to appropriately identify students who may need additional academic and/or behavior support and fails to refer students to team huddles and Student Study Team (SST)</p> <p>The teacher does not know which students are receiving tiered academic and behavioral support</p>	<p>The teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p> <p>The teacher identifies some students who may need additional academic and/or behavior support and inconsistently refers students to team huddles and SST</p> <p>The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom</p>	<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p> <p>T is generally aware of the data of his/her students, and as a result, can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.)</p> <p>Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)</p>	<p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information from all students about their cultural heritage.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p> <p>The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively provides interventions within their classroom, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions</p> <p>The teacher knows which students are receiving tiered academic and behavioral support and provides appropriate differentiated support 100% of the time in the classroom (MTSS)</p>
1c: Setting Instructional Outcomes	<p>Outcomes lack rigor.</p> <p>Outcomes/objectives do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities and not posted on the board.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes /objectives represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor and yearly goals are posted in the classroom (such as Sight Words, STEP growth, class math goals, etc)</p> <p>Outcomes are related to the "big ideas" of the discipline.</p> <p>Outcomes / Objectives are written in terms of what students will learn rather than do and posted on the board.</p> <p>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</p> <p>Outcomes, differentiated where necessary, are suitable to groups of students in the class.</p>	<p>The teacher's plans reference curricular frameworks (unit plans / assessment analysis) or blueprints to ensure accurate sequencing.</p> <p>The teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>
1d: Demonstrating knowledge of resources	<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although the teacher is aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>	<p>Texts are at varied levels (using F&P/STEP bottom lines to align with GR texts).</p> <p>Texts are supplemented by guest speakers and field experiences, where applicable (e.g., Los Dichos)</p> <p>The teacher facilitates the use of Internet resources (including leveraging OLP data to align to student needs)</p> <p>Resources are multidisciplinary.</p> <p>The teacher expands her knowledge through professional learning groups and organizations.</p> <p>The teacher pursues options offered by universities. (e.g. College Visits if applicable)</p> <p>The teacher provides lists of resources outside the class for students to draw on.</p>	<p>Texts are matched to student skill level and students have an appropriate independent reading book and aware of their reading strengths and areas of growth.</p> <p>The teacher has ongoing relationship with their coach, principal, network support that support student learning.</p> <p>The teacher maintains a log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge.</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>
1e: Designing Coherent Instruction	<p>Learning activities are boring and/or not well aligned to the instructional goals (such as lesson not aligning to objective or not having plans for instruction).</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random, or they only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic about time expectations (pacing/timestamp of lessons are not strong).</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>The teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations and school-specific expectations.(e.g., includes timestamps, key takeaways, and saved in accurate folder).</p>	<p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs (including ISE, ELL, and general targeted small groups).</p>
1f: Data Driven Instruction	<p>Teacher is unaware of assessments, purpose, and ways to leverage student data</p> <p>Assessment results do not affect future plans.</p> <p>Teacher does not give assessments on schedule and does not review data.</p> <p>Teacher does not review the assessment before teaching the unit.</p> <p>Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth</p>	<p>Plans refer to the use of formative assessment data but are not fully utilized</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p> <p>Teacher has some systems to ensure students are aware of their data, but they are not consistently followed</p>	<p>Teachers understand that all learning outcomes have a method for assessment and have taken / analyzed the assessment before teaching the unit.</p> <p>General education connect with ISE Specialists to ensure any assessment modifications are made for students with special needs as appropriate</p> <p>Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, STEP error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach)</p> <p>Lesson plans indicate possible adjustments based on formative data.</p> <p>Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>	<p>Students are actively involved in collecting information from formative assessments and provide input.</p> <p>Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals.</p> <p>Teacher has systems where students can articulate their data, strengths, and areas of growth.</p>
Rocketship Instructional Priority: Supporting all Students (Adapted from TPR ISE and EL rows)	<p>Does not always provide a welcoming classroom environment for students</p> <p>Often does not know students' disability or language proficiency status</p> <p>Unaware of students with disabilities' academic performance</p> <p>Rarely co-plans with ISE teachers</p> <p>Poorly supports Individualized Education Plan (IEP) development process and IEP meetings</p> <p>Inconsistently implements designated English language development (ELD) and poorly targeted language instruction during designated instruction</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability</p> <p>Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom.</p> <p>Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction</p> <p>Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities.</p> <p>Inconsistently supports IEP development process and IEP meetings</p> <p>Implements designated ELD a majority of days during the week and often provides targeted language instruction during designated instruction using scaffolded questions.</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability</p> <p>The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction)</p> <p>The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction</p> <p>The teacher regularly co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities</p> <p>Consistently provides appropriately targeted language instruction during designated instruction using scaffolded questions every day of the week</p>	<p>Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability</p> <p>Knows students' disability and language proficiency status and implements implements them pervasively in general education classroom (e.g., ISE accommodations and modifications)</p> <p>Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction</p> <p>Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings</p> <p>Consistently implements designated ELD every day of the week</p> <p>Always provides appropriately targeted language instruction during designated instruction and occasionally throughout the rest of the block.</p>

Domain 2: Classroom Environment				
2a: Creating an environment of respect and rapport	The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students. Provides SEL lessons at least 3 times per week.	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. Provides SEL lessons at least 3 times per week.	Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequenceing students with Arts of the Consequences. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. Provides daily SEL lessons generally targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills (e.g., Kimochis or other program to build SEL skills)	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts. Personalizes SEL lessons that are targeted to the current needs of their classroom and provides opportunities throughout the day for students to apply those skills. The teacher communicates passion for the subject.
2b: Establish culture for Learning	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.	The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for student abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.	The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.
2c: Managing Classroom Procedures	Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors	Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors. Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)	With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.
2d: Managing student behavior	The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. Tracks most behavior data using BDFs. Inconsistent use of classroom incentive system and sometimes inappropriately moves students up/down the clip chart	The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. Tracks most behavior data using BDFs. Has incentive system but sometimes inappropriately moves students up/down the clip chart	Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective. Has a classroom incentive system (e.g., clip chart or class dojo) tied to the classroom communication tool that is used consistently so that ALL students have received recognition in the last 4 weeks. Sometimes tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. Tracks rock and boulder behaviors using BDFs. Notices trends to make strategic shifts prior to the need for a student huddle. Always uses the clip chart to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills. A healthy balance of redirection and celebration exists in the classroom.
2e Organizing Physical Space	There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. Lights are not always turned on	The physical environment is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. Lights are not always turned on	The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. Students know how to organize their material and know where access all materials. Carpets/floors are always clean and free of any food and trash. Lights are always turned on	Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology. Lights are always turned on
Domain 3: Instruction				
3a: Communicating with students	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. Skills are not transferable and are only specific to that question/ problem	The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. Teacher generally teaches in a way that makes skills transferable, but will sometimes focus too much on one specific aspect of the lesson that is not essential to the overarching understandings	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. Teacher is actively circulating during all parts of the block to collect data and provide feedback to students. The feedback given to students is always actionable/ sticky/ transferable	If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly. Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan. Teacher always makes skills transferable
3b: Using Questions and Discussion Techniques	Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. Teachers use a variety TLAC strategies of ratio, wait time, cold call. Teachers use universal prompts and habits of discussion to push engagement	Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it, and provide evidence for their thinking. Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.

<p>3c: Engaging students in learning</p>	<p>Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p>	<p>Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and resources require student thinking or ask students to explain their thinking. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. The instructional groupings used are partially appropriate to the activities.</p>	<p>Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.</p>	<p>Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>
<p>3d: Using assessments in instruction (Defining Excellence with Exemplars)</p>	<p>The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method (e.g., checks for understanding), or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer assessment.</p>	<p>The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students. Teacher uses multiple methods to monitor student understanding (e.g., check for understanding (CFU), circulates to gather data) and adjusts instruction accordingly.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</p>
<p>3e: Demonstrating flexibility and responsiveness</p>	<p>The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside students' questions. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion.</p>	<p>The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful.</p>	<p>The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improvising becomes necessary, the teacher makes adjustments to the lesson.</p>	<p>The teacher incorporates students' interests and questions into the heart of the lesson. The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</p>
<p>Domain 4: Professional Responsibilities</p>				
<p>4a: Reflect on teaching</p>	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. The teacher uses a variety of feedback / reflections tools to reflect on their teaching practice including student work analysis, exit tickets, videos, and observations.</p>	<p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.</p>
<p>4b: Maintain accurate records</p>	<p>There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.</p>	<p>The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.</p>	<p>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)</p>	<p>Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.</p>
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Rocketship Public Schools National Board of Directors



Deborah McGriff
Managing Partner, NewSchools Venture Fund

Deborah has been committed to transforming the lives of underserved urban school students for more than four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She serves on the executive committee of the National Alliance for Public Charter Schools, Policy Innovators in Education Network, and is a founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory board of the Games and Learning Publishing Council, Hechinger Report, Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government and is a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.



Alex Terman
Senior Director of Finance and Operations, Valhalla Charitable Foundation

Alex Terman is the Senior Director of Finance and Operations at Valhalla Charitable Foundation. Prior to this he was an independent education consultant, focusing on strategy, finance, and operations for K-12 schools, education technology companies, and related organizations. Prior to starting his consulting practice, Alex served as a Partner at the Learning Accelerator, a non-profit organization that supports the implementation of high-quality blended learning. Alex was the co-founder and CEO of Digital Parent, an online service providing e-learning resources and advice for parents of young children, and served as the Chief Business Officer for the Stupski Foundation, an operating foundation focused on transforming urban school districts. He was also the founding Chief Operating Officer at Leadership Public Schools, a charter management organization serving low-income communities in the Bay Area. In addition to his involvement in education, Alex has worked at America Online and Bain & Company. He has an MBA from Stanford, a BA in History from UC Berkeley, and completed the Broad Residency, a two-year program that prepares participants for leadership roles in public education.



Louis Jordan

Co-owner, Tympany Vineyards

Louis Jordan retired from the Starbucks Coffee Company in early 2013 where he held the position of SVP, Corporate Finance since 2009. At Starbucks, Louis was responsible for a number of Finance functions, including: Marketing, Category and Global Pricing, Real Estate and Store Development, Global Supply Chain, Digital Ventures, Global Planning and Reporting and Treasury and Risk Management. Prior to joining Starbucks, Louis spent six years at Nike where he served as Chief Financial Officer of Nike Inc.'s Global Retail and Digital Commerce operations, and had finance responsibility for Nike-owned retail first quality stores, factory stores and digital commerce activities worldwide. Before Nike, Louis held finance management positions at a number of Fortune 500 companies including Gap, Citibank, DuPont, Dun & Bradstreet and Duracell. Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University.



Greg Stanger

General Partner, ICONIQ Capital

Greg Stanger brings a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.



Jolene Slotter

Board Member, Teach for America DC Region

After receiving her MBA, Joey worked for Corning Glass Works in strategic planning. She later transitioned to the Federal Government where she gained valuable policy experience working for an independent commission charged with making recommendations to Congress about Medicare. Joey and her husband Stanley established the Stanley and Jolene Slotter Family Foundation to focus their

philanthropy on education, and specifically the need for better education opportunities in underserved communities. She is applying her policy experience to analyzing this issue, and identifying concepts and organizations that improve the quality of education in low income communities in DC. Joey is a member of the TFA DC Region's Stewardship Committee, Gala Executive Committee, and co-chaired the annual gala three times. For Rocketship Public Schools, she coordinated the groundbreaking for Rocketship's first school in DC, which opened in August 2016, and has been greatly instrumental to Rocketship in building our local board and finding new sources of funding. Joey has a Bachelor of Arts from Lycoming College and a Masters of Business Administration from University of Pittsburgh.

Sloter is the Board Chair of Rocketship DC.



Raymond Raven
CEO, Orthopaedic Surgery Specialists

Ray Raven, born and raised in East Side San Jose, brings a valuable perspective to the Rocketship Board having been educated within the public school district where Rocketship was founded. After successfully navigating his way through the system, Ray earned an undergraduate degree in Molecular Biology & Biochemistry from the University of California, Irvine and a Medical Degree from the University of California, San Francisco. After completing an Orthopaedic Surgery residency at the University of California, San Francisco, Ray received advanced fellowship training in Hand & Upper Extremity Surgery at NYC, Texas and Barcelona, Spain. Ray now serves as managing partner and CEO of Orthopaedic Surgery Specialists, one of the largest private practice orthopaedic medical groups in Los Angeles County. Ray holds several medical device patents and provides consulting services for healthcare companies. During his career as a surgeon, Ray earned an MBA from the Paul Merage School of Business at the University of California, Irvine. Ray enjoys hiking and travel and spends a lot of his free time with his German shepherd dog, Apollo.



Ralph A. Weber
Founding Member, Gass Weber Mullins LLC

Ralph A. Weber is one of the five founding members of Gass Weber Mullins, a national trial litigation law firm recognized by the National Law Journal on its national "Hot List" of boutique firms. Mr. Weber has been active as an educator and community supporter. He teaches Trial Advocacy at Marquette University Law School and created a jury research and courtroom facility, the Trial Science Institute. Mr. Weber is also a member of the Northwestern Mutual Board of Trustees and he has founded and worked with several educational, charitable and nonprofit groups, including the Board of Pius XI High School, the Marquette University National

Alumni Board, the Board of the Wisconsin Conservatory of Music, the Marquette University College of Arts & Sciences Alumni Board, and the FC Milwaukee Soccer Club. Mr. Weber clerked for a federal judge after graduating from Columbia Law School (where he served as an editor on the Columbia Law Review) and from Marquette University (B.A., Summa Cum Laude, Phi Beta Kappa).

Weber is Board Chair of Rocketship Wisconsin.



Dave Kaval
President, Oakland Athletics

Dave Kaval is the seventh and current President of the Oakland Athletics of Major League Baseball. Kaval has implemented a number of initiatives to connect with fans and community stakeholders, including hosting weekly office hours, participating in town hall meetings, posting blog and Facebook Live updates and communicating via social media. Kaval previously served as president of the San Jose Earthquakes, a Major League Soccer franchise. Kaval's efforts with the Earthquakes led to the groundbreaking on an 18,000-seat, privately financed stadium in San Jose, increase in sponsorship, ticket sales and merchandise revenue and a team that finished with the best record in Major League Soccer during the regular season. Kaval helped the Earthquakes navigate the permit approval process for the stadium and helped organize and contribute to a number of community events with the San Jose Earthquakes. The soccer club has visited more than 55 schools and interacted with more than 10,000 students through community programs. Prior to joining the Earthquakes, Kaval founded the Golden Baseball League (GBL) in 2003 with fellow Stanford Business School graduate Amit Patel. Kaval was responsible for raising the initial capital to launch the league, launching the charter teams, and building an entire League from scratch. He also negotiated a number of major corporate partnerships, including the multi-million dollar league naming rights agreement with Safeway. Kaval earned a B.A. in 1998 with honors in International Relations and an M.B.A. in 2003 from Stanford University. He is a long time resident of Menlo Park and lives there with his wife and two daughters.



June Nwabara
Regional Director, Dollar General

June is currently the Regional Director of Dollar General. June is results oriented and consistently establishes connections with others facilitating attainment of exceeding goals in a highly productive and professional work environment. She does volunteerism with numerous organizations throughout TN including but not limited to Hands on Nashville, National Civil Rights Museum, and Habitat for Humanity.

Before Dollar General, June was a nine year partner at Starbucks Coffee Company and served as the Regional Director of Operations. She led store operations

within TN overseeing 92 stores. She managed a team of district managers to create and maintain the Starbucks Experience for partners and customers.

Prior to joining Starbucks, June spent thirteen years with Darden Restaurants and held numerous positions including General Manager, Divisional Training Manager and Director of Operations. She restored profitability and success to several restaurants and reduced turnover through improved consistency of caring and fairness principles in personnel practices. As GM, she was one of fourteen chosen to sit on the President's Council. June holds a Bachelor of Arts degree in Journalism from Michigan State University. She currently serves on the Executive Board of Directors with Hands on Nashville . In her spare time, she enjoys spending time with her family , friends, and chocolate lab named Lucky, traveling, food and wine pairing while exploring breathtaking locations.



Jean-Claude Brizard

Senior Advisor and Deputy Director , Bill & Melinda Gates Foundation

Jean-Claude is a Senior Advisor and Deputy Director at the Bill & Melinda Gates Foundation. Jean-Claude is the former Chief Executive of Chicago Public Schools, and prior to his appointment in Chicago, he was Superintendent of Schools for the Rochester, NY School District. Under Jean-Claude's leadership, both the Chicago Public Schools and the Rochester City School District saw substantial improvements in student performance. Jean-Claude's experience also includes a 21-year career as an educator and administrator with the NYC Department of Education. There, he was a Regional Superintendent, supervising more than 100 schools in the Borough of Brooklyn, and he also served as the system's Executive Director for secondary schools. Jean-Claude is a Fellow of the Broad Center, a Fellow of the third class of the Pahara-Aspen Institute Education Fellowship, and a member of the Aspen Global Leadership Network. A commercial pilot and a native of Haiti, Jean-Claude credits his parents—both of whom were educators—with inspiring him to pursue a career in education. He is married to Dr. K. Brooke Stafford-Brizard and is the proud father of four beautiful children.



Charmaine Detweiler, Director of the United Way Bay Area and co-chair of the Women's Leadership Council for Renaissance Entrepreneurship Center

Charmaine Detweiler is currently a Director of the United Way Bay Area and co-chair of the Women's Leadership Council for Renaissance Entrepreneurship Center. She brings with her over 35 years of financial management experience. Prior to her current role, Charmaine was most recently Executive Vice President and Chief Financial Officer for New Resource Bank, an innovative community bank servicing the

sustainable and green business community, retiring from this position in 2013. Before this, Charmaine served in senior financial management roles at OneCalifornia Bank, Orrick Herrington & Sutcliffe, LLP and Citigroup. Charmaine holds a bachelor's degree with distinction in Economics from Smith College and an MBA from the University of Chicago Booth School of Business.



Julia Stigletz, Partner, GSV AcceleraTE

Julia is currently a Partner at GSV AcceleraTE, a venture capital firm investing in early stage companies in the education and talent technology sector. She previously was one of the first leadership hires at Coursera, joining the company one month after the company launched as their 12th employee. Her most recent role at Coursera was Vice President of Enterprise, where she found and led Coursera's enterprise business. Her team also pioneered Coursera's Industry

Content Partnerships (including Google, IBM and Cisco), and started the Coursera for Refugee program, which to date has reached over ten thousand refugees. Before Coursera she managed the Google Apps for Education team. Julia started out as a fourth grade teacher in East San Jose through Teach For America (Bay Area finalist for the Sue Lehmann award for teaching excellence) and went on to lead professional development for TFA in the Bay Area. Julia holds a BA from Pomona College, an MBA from Stanford Graduate School of Business, and an MA in education from Stanford University. Julia sits on the boards of Fairygodboss, Team4Tech and Rocketship Public Schools, and is member of McKinsey's Consortium on the Advancement of Adult Learning and Development (CAALD).



Michael Fox, CEO, Goodwill Industries Silicon Valley

Michael Fox is CEO Goodwill Industries Silicon Valley. As the newly appointed CEO of Goodwill Silicon Valley Mr. Fox led a team that took the organization from a loss from operations of 1.7 million dollars to a gain of 1.1 million dollars in one year. Previously, Mr. Fox spent almost 20 years at M.E. Fox & Company, one of the Bay Area's leading wholesale beverage distributors, including over six years as president. Mr. Fox is past Chairman of the Silicon Valley San Jose Chamber of Commerce; San Jose Chamber PAC, San Jose Mineta Airport Expansion Initiative, and West Valley

Mission College bond measure. He has held numerous campaign and political positions including finance chair Jim Cunneen for Congress, finance chair Dolores Carr for District Attorney, finance chair Able Maldonado for State Senate, and Mayor Ron Gonzales's kitchen cabinet. Mr. Fox was co-founder and chair Baseball San Jose, and currently serves as finance chair for Team San Jose. Mr. Fox received his B.A. at the University of San Diego and a Trans Global MBA at St. Mary's College.

improvements in student performance. Jean-Claude’s experience also includes a 21-year career as an educator and administrator with the NYC Department of Education. There, he was a Regional Superintendent, supervising more than 100 schools in the Borough of Brooklyn, and he also served as the system’s Executive Director for secondary schools. Jean-Claude is a Fellow of the Broad Center, a Fellow of the third class of the Pahara-Aspen Institute Education Fellowship, and a member of the Aspen Global Leadership Network. A commercial pilot and a native of Haiti, Jean-Claude credits his parents—both of whom were educators—with inspiring him to pursue a career in education. He is married to Dr. K. Brooke Stafford-Brizard and is the proud father of four beautiful children.

Rocketship Senior Leadership Team and Organizational Structure

Senior Leadership Team Member	Position	Rocketship Start Date
Preston Smith	Co-Founder & Chief Executive Officer	6/2007
Carolyn Davies Lynch	Vice President, Strategy & Scalability	1/2011
Keysha Bailey	Chief Financial Officer	1/2017
Lynn Liao	Chief Program Officer	6/2012
Cheye Calvo	Chief Growth and Community Engagement Officer	5/2015
Chris Murphy	Vice President, Marketing and Communications	7/2015

Preston Smith Co-Founder & Chief Executive Officer



Preston Smith co-founded Rocketship Education in 2006. Prior to founding Rocketship, Preston was founder and Principal of L.U.C.H.A. Elementary School, part of the Alum Rock Unified School District in San Jose, CA. After its first three years of operation, L.U.C.H.A. was the fourth highest performing low-income elementary school in California. Preston began his career in education as a Teach for America Corps (TFA) member at Clyde Arbuckle Elementary School (CA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA’s Sue Lehmann award, given to TFA corps members with the highest classroom academic gains in the nation. Preston is also an Aspen New Schools Fellow.

Before becoming CEO of Rocketship, Preston has had numerous roles including teacher, principal,

director of schools, VP Bay Area and chief achievement officer. He has led Rocketship's professional development, leadership development, integrated special education, and student and teacher recruitment work. Preston is also a proud Rocketeer parent of Zeke and Phoenix, both Rocketeers at Fuerza Community Prep.

Keysha Bailey
Chief Financial Officer



Keysha leads Rocketship's financial and real estate activities. Keysha was born and raised in the metro New York City area. She earned her BA in Economics from Princeton University and an MBA in Finance from the Wharton School, University of Pennsylvania. Keysha's background includes two decades of diverse finance and strategic operational experience. She began her career in investment banking with J.P. Morgan in New York where she advised on capital structure and raised over \$10B in the public debt markets for real estate, energy, and diversified corporate clients. She followed as Principal of a Colorado based construction enterprise, with a focus on resort based development. Upon moving to San Francisco 10 years ago, she led the strategy for over \$2B in commercial real estate investments including operations,

development and joint ventures with Prudential Real Estate Investors. Most recently she has acted as a Consultant, focused on advising corporations and not for profit organizations on strategic finance and real estate matters. Additionally, Keysha serves as a Board Member for Envision Education, a charter network with four Bay Area schools. She is also active in the San Francisco community as a member of the Transbay Center Redevelopment citizens advisory committee and as a leader in SF Little League baseball.

Cheye Calvo
Chief Growth & Community Engagement Officer



Cheye leads Rocketship's growth and community engagement team that partners with communities, stakeholders, parents, and families to grow and support Rocketship's network of highly successful public elementary charter schools. Cheye joins Rocketship after seven years with The SEED Foundation where, as chief expansion officer, he worked with communities across the country to explore innovative educational options for underserved students and opened and sustained urban, public college-preparatory boarding schools. Prior to SEED, Cheye worked for multiple state associations, most notably the National Conference of State Legislatures (NCSL), where he served as a policy expert and directed federal affairs on a diverse array of issues impacting states

and communities. Early in his career, Cheye worked for the County Council in his native Prince George's County, Maryland. From 2004 to 2015, Cheye served as the six-time elected mayor of the town of Berwyn Heights, Maryland, just outside of Washington, D.C.

In addition to successfully guiding the diverse, vibrant community through tough times, Cheye has been a strong advocate for law enforcement accountability, successfully advancing reform at the state and county levels.

Christopher Murphy
VP of Marketing and Communications



Chris leads Rocketship's marketing and communication efforts both internally and externally. Chris spent the first decade of his career as a Strategic Planner for the world's top creative advertising agencies (Fallon, Wieden + Kennedy, Ogilvy) building marketing strategies for blue-chip brands (Citibank), national non-profits (PBS), and global foundations (The Bill & Melinda Gates Foundation). His work was recognized with five EFFIEs - the industry's top honor for marketing effectiveness.

While working on a voter advocacy campaign for the Gates Foundation, Chris caught the global health bug. He left the advertising world, moved to Kenya, and built a strategic communications capacity for Sub-Saharan Africa's largest HIV control program. In 2010, he moved to the Bay Area but kept one foot in East Africa as he headed up marketing and development for the pioneering social enterprise Living Goods. Chris went on to lead marketing at Common Sense Media, where he spearheaded a national campaign with Univision to help close the broadband internet access gap and directed a \$30M national PSA campaign.

Lynn Liao
Chief Program Officer



Lynn Liao is responsible for talent management, leadership development, analytics, and strategy and scalability. Lynn joins Rocketship from The Broad Center for the Management of School Systems where she co-founded and led the growth of The Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. Under her leadership, the program graduated over 200 Residents, 90% who remain in K-12 education. She most recently served as managing director of network services. The goal of network services is to strengthen and leverage the power of the Broad Center's network of participants and graduates through career services and connecting network members to facilitate knowledge sharing and advance

reforms.

Prior to joining The Broad Center, Lynn served as a director at The Broad Foundation and was responsible for the Foundation's portfolio of investments in district and national principal leadership programs. She also served as the Foundation's liaison with districts including New York City, San Diego and Philadelphia supporting their work on district redesign and restructuring.

Carolyn Davies Lynch
VP of Operations

As VP of Operations, Carolyn leads Rocketship's work in optimizing processes and operations in our schools and across our network. She previously ran our Strategy and Scalability function. Carolyn came to Rocketship from The Boston Consulting Group, where she led strategic work for organizations ranging from school districts to multinational corporations. Her family drives her passion for education reform, as her mother comes from a long line of educators and her father was first in his family to attend college.

CONFLICT OF INTEREST CODE FOR ROCKETSHIP EDUCATION

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Appendices, designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of **Rocketship Education**.

Individuals holding designated positions shall file their statements of economic interest with **Rocketship Education**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Rocketship Education**.

**CONFLICT OF INTEREST CODE FOR
ROCKETSHIP EDUCATION**

**APPENDIX A
DESIGNATED POSITIONS**

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Board Members	1, 4
Chief Executive Officer	1, 2
Chief Business Officer	1, 2
Chief Program Officer	1, 2
Chief Growth & Community Engagement Officer	1, 2
Vice President of Schools	1, 2
Vice President, Facilities and Treasury	1, 2
Vice President, Strategy and Scalability	1, 2
Vice President, Human Resources	3
Vice President, of Personalized Learning and Achievement	3
Controller	2
Senior Director, Operations	3
Senior Director, Integrated Special Education	3
Legal Counsel	1, 2
School Principal	3
Consultants/New Positions	*

* The Chief Executive Officer may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)

APPENDIX B

DISCLOSURE CATEGORIES

Category 1. Designated positions assigned to this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by Rocketship Education.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department. For the purposes of this category, a principal's department is his or her entire school.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

This is the last page of the conflict of interest code of the **Rocketship Education**.



CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Rocketship Education** was approved on 3/23/ 2017. This code will become effective on 4/22/ 2017.

A handwritten signature in black ink, appearing to read "Brian G. Lau", written over a horizontal line.

Brian G. Lau

Senior Commission Counsel

Fair Political Practices Commission

**THIRD AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION**

DBA ROCKETSHIP PUBLIC SCHOOLS

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this corporation is Rocketship Education (the "Corporation") doing business as Rocketship Public Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of the Corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Corporation's Board of Directors (the "Board of Directors") may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of the Corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law, Cal Corp. Code Section 5110 (2001) (the "CNPBCL") shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** The Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or shall be distributed to the federal government, or to a state or local government, for a public purpose.

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. **CORPORATIONS WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the CNPBCL. The 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 CNPBCL and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Article VII, Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the Board of Directors.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The authorized number of directors of the Corporation shall be no fewer than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. The exact authorized number of directors shall be fixed, within the limits set forth in these bylaws, by the Board of Directors. All directors shall be designated and elected by the existing Board of Directors. All directors are to be designated and elected at a meeting of the Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, 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. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for a term of two (2) years and until a successor director has been designated and qualified, unless such director is otherwise removed from office in accordance with these bylaws.

Section 6. NOMINATIONS BY COMMITTEE. The Board of Directors may, as it deems appropriate, create a Nominating Committee to assist the Board of Directors in the recruitment, review and nomination of potential new Directors, and to designate qualified candidates for election by the Board of Directors. The Nominating Committee shall be made up of at least two members of the Executive Committee and any additional Directors as the Board of Directors deems appropriate. The Nominating Committee shall work with the Chief Executive Officer and his/her staff to develop criteria for board membership, identify potential candidates for outreach efforts, and develop a recruiting plan for potential candidates. The Nominating

Committee shall make a formal recommendation to the full Board of Directors to elect a potential candidate, and the full Board of Directors shall vote on such appointment.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee for director without the authorization of the Board of Directors.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Chapter 2, Article 3 of the CNPBCL; (c) the increase of the authorized number of directors; or (d) the failure of the Board of Directors, at any meeting of the Board of Directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (as amended, the "Brown Act").¹ Any vacancy caused by the removal of a director shall be filled as provided in Section 11 of this Article VII.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with CNPBCL Section 5211, or (c) a sole remaining director.

¹ Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires unless the reduction also explicitly provides for the removal of that specified director in accordance with these bylaws and the CNPBCL.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws.. The Board of Directors may designate that a meeting be held at any place within California that has been designated 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 Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the applicable provisions of the Brown Act and the Tennessee Open Meetings Law. All approved Board meeting minutes shall be posted on the Corporation's website.

The Board of Directors shall meet no less than annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall also be posted on the Corporation's Internet Web site.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Chief Executive Officer is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hour notice of the special meeting. The Board of Directors shall also adhere to any additional notice requirements pursuant to California open meeting laws applicable to the Corporation.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of directors shall participate in the teleconference meeting from locations within the 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 director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, and may only receive such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board of Directors, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors, and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the CNPBCL, also requires approval of a majority of all directors then in office;

- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal these bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are not inconsistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation shall comply with Government Code Section 1090 and the Political Reform Act (Govt. Code § 8100 *et seq.*)

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chairperson of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The Corporation, at the Board's direction, may also appoint one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers,

and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The Board of Directors shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board of Directors. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the Corporation set forth in these bylaws.

Section 9. **CHIEF EXECUTIVE OFFICER.** Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board of Directors, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board of Directors. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board of Directors, when requested, an account of all transactions and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, the minutes of all meetings, proceedings, and actions of the Board of Directors, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer's duties shall include overseeing or causing to be completed (a) audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12. PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board of Directors, or, if not ranked, a President or Vice-President designated by the Board of Directors, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

ARTICLE XSECTION 1. CONTRACTS WITH DIRECTORS. THE CORPORATION SHALL NOT ENTER INTO A CONTRACT OR TRANSACTION IN WHICH A DIRECTOR DIRECTLY OR INDIRECTLY HAS A MATERIAL FINANCIAL INTEREST (OR ANY OTHER CORPORATION, FIRM, ASSOCIATION, OR OTHER ENTITY IN WHICH ONE OR MORE OF THE CORPORATION'S DIRECTORS ARE DIRECTORS AND HAVE A MATERIAL FINANCIAL INTEREST). CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in CNPBCL Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the CNPBCL.

On written request to the Board of Directors by any person seeking indemnification under CNPBCL Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under CNPBCL Section 5238 (e) whether the applicable standard of conduct set forth in CNPBCL Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors,

employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board of Directors and committees of the Board of Directors; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these bylaws inconsistent with that/those Charter(s), the Corporation's articles of incorporation, or any laws.

The Charter School shall provide written notice to the Santa Clara County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Corporation's Board. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Corporation's governance structure or Charter(s), the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should the Corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the Santa Clara County Office of Education within three (3) business days of the adoption of such revision(s).

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF BOARD PRESIDENT

I certify that I am the duly elected and acting President of the Board of Directors of Rocketship Education, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on August 23, 2017 _____; and that these bylaws have not been amended or modified since that date.

aug. 23, 2017
Date


President

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 16 2006

BRUCE McPHERSON
Secretary of State

FEB 16 2006

ARTICLES OF INCORPORATION
OF
ROCKETSHIP EDUCATION
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

John Danner
550 Kingsley Avenue
Palo Alto, CA 94301

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

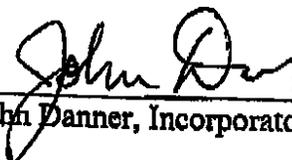
V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 2/6/05



John Danner, Incorporator



2853527



MP

State of California Secretary of State

N

STATEMENT OF INFORMATION (Domestic Nonprofit Corporation)

Filing Fee \$20.00. If amendment, see instructions.

IMPORTANT — READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

1. CORPORATE NAME (Please do not alter if name is preprinted.)

ROCKETSHIP EDUCATION

This Space For Filing Use Only

DUE DATE: MAY 16, 2006

COMPLETE PRINCIPAL OFFICE ADDRESS (Do not abbreviate the name of the city. Item 2 cannot be a P.O. Box.)

2. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY.	CITY	STATE	ZIP CODE
		CA	

NAMES AND COMPLETE ADDRESSES OF THE FOLLOWING OFFICERS (The corporation must have these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

3. CHIEF EXECUTIVE OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE
4. SECRETARY/	ADDRESS	CITY AND STATE	ZIP CODE
5. CHIEF FINANCIAL OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE

AGENT FOR SERVICE OF PROCESS (If the agent is an individual, the agent must reside in California and Item 7 must be completed with a California address. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to Corporations Code section 1505 and Item 7 must be left blank.)

6. NAME OF AGENT FOR SERVICE OF PROCESS

7. ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL	CITY	STATE	ZIP CODE
		CA	

DAVIS-STIRLING COMMON INTEREST DEVELOPMENT ACT (California Civil Code section 1350, et seq.)

8. Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act and proceed to Items 9, 10 and 11.

NOTE: Corporations formed to manage a common interest development must also file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code section 1363.6. Please see instructions on the reverse side of this form.

9. ADDRESS OF BUSINESS OR CORPORATE OFFICE OF THE ASSOCIATION, IF ANY	CITY	STATE	ZIP CODE
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10. FRONT STREET AND NEAREST CROSS STREET FOR THE PHYSICAL LOCATION OF THE COMMON INTEREST DEVELOPMENT (Complete if the business or corporate office is not on the site of the common interest development.)	9-DIGIT ZIP CODE
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11. NAME AND ADDRESS OF ASSOCIATION'S MANAGING AGENT, IF ANY	CITY	STATE	ZIP CODE
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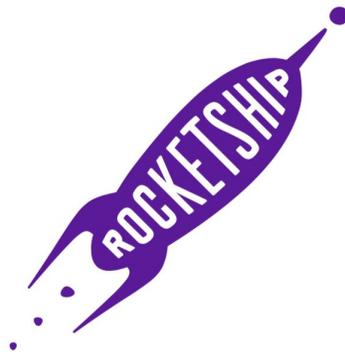
12. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

TYPE OR PRINT NAME OF PERSON COMPLETING THE FORM	SIGNATURE	TITLE	DATE
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Rocketship Public Schools

School Safety Plan

Revised March 1, 2019



Statement of Purpose

Rocketship Public Schools (“Rocketship” or “RPS”) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, we have led a thorough review and revision of Rocketship emergency mitigation/prevention, health, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The Health/Safety Plan herein is the official policy of Rocketship Public Schools. It is a result of a comprehensive review and update of school policies in the context of its locations. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current and tailor recommendations to new regions as Rocketship expands. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community and clear communication with emergency management officials.

This handbook was written in compliance with this school’s charter and developed in cooperation with Federal and State guidelines.

This plan is to be reviewed annually.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Rocketship Public Schools is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind.

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Mission

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

Safe School Vision

1. Rocketship will provide a safe, orderly, and secure environment conducive to learning.
2. Rocketship will create a school in which students will be safe from both physical and social-psychological harm.
3. Rocketship will develop a plan to work cooperatively and collaboratively with the national office and School Board to identify, establish and use strategies and programs to comply with local school safety laws.
4. Rocketship will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide safe and orderly schools and neighborhoods.
5. Rocketship will create a learning and working environment where parents can be confident that their students are safe and secure.
6. Rocketship will develop an academic program that will focus on high expectations of pupil performance and behavior in various aspects of the school experience.
7. Rocketship will identify clear procedures for emergencies.

8. Rocketship is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to those present on campus (students, staff, parents, etc.).
9. Rocketship will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

What does Rocketship do to promote school safety?

Rocketship schools use the following training, exercises, tools, and resources to promote school safety:

- **Health/Safety Plan (this document):** Every school is equipped with a copy of this Health/Safety Plan, which should be kept in the Safety Binder in the Front Office. This plan is also accessible online. This plan is reviewed/updated every year by Rocketship Network staff. Principals, Assistant Principals, Office Managers, and Business Operations Managers (BOM) are expected to review this manual every summer.
- **Training:** School staff receive training annually on a variety of topics, including basic first aid, CPR, and emergency procedures.
- **Safety Drills:** Schools run regular safety drills (earthquake, tornado, fire, lock-down, etc.) in accordance with local regulations. Protocols for running safety drills are included in this Health/Safety Plan.
- **School Safety Teams:** Before the school year starts, each school makes assignments to a School Safety Team. School Safety teams meet at least twice a year.
- **Safety Checklists:** School staff conduct regular walkthroughs to identify hazards and to confirm that the school facilities are in good condition.
- **School Evacuation Map + Assembly Sites:** Each school has a designated on- and off-site assembly site in case of an evacuation.
- **Safety Equipment:** In addition to First Aid Kits and other emergency tools (e.g. a working flashlight, survival/earthquake materials), schools are equipped with fire extinguishers and alarms. The Rocketship Facilities team maintains extinguishers and alarms (and keeps building up to code).
- **Emergency Cards:** Emergency cards for students are collected at the beginning of the school year and kept in the Front Office. The Office Manager uses these cards to contact student parent/guardians in case of an emergency at the school.
- **Safety Clipboards:** Every Rocketship classroom is equipped with a safety clipboard with an evacuation map and information to be used in case of emergency.
- **Safety Binder:** The school Business Operations Managers is responsible for maintaining an up-to-date Safety Binder that contains the school's drill logs and other documentation related to school safety.
- **Safety Audit:** Schools are periodically audited by regional/national staff to ensure compliance with internal and external safety rules and regulations.

- **Crisis Response Plan:** Rocketship also has an established Crisis Response Plan for school leaders to access with plans to stabilize a school community and deal with public communications. *This plan is kept confidential to Rocketship school leaders and key members of the Rocketship network support team.*
- **Accident/Incident Binder:** When there is a major accident or behavioral incident on campus, school employees fill out an Accident/Incident binder to keep a record of what happened. These are kept in a distinct “Accident/Incident Report” binder.

Safe Facilities

In accordance with Board policy and regional statutes, both students and staff of the school campus have the right to be safe and secure in their schools. This includes having a safe physical environment.

School Buildings

All Rocketship schools will be housed in a facility that meets local building code requirements, 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 hazardous building materials (lead, asbestos, etc.) and hazardous materials used and stored in and around the School will be handled and disposed 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. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.
- **Visitors/Campus Access Policies:** Rocketship schools adhere to established visitor and volunteer policies. These policies are shared with schools via the company’s online file storage site.
- **Arrival/Dismissal:** In addition, Rocketship 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 file storage site and in hard copy at each school site.

Expectations for Campus Safety and Appearance

Rocketship expects School Leaders and national/regional staff to ensure that our school campuses reflect the pride we take in our learning environments. (See also: Safety Checklists)

The following are explicit expectations for campus appearance and upkeep:

- Rocketship school buildings are well-maintained and appear neat and clean.
- Pupils take pride in the appearance of their school and may contribute to campus beautification efforts (e.g. providing artwork for the walls, planting a vegetable garden outside).
- If the school is enclosed by a fence, the gate should be kept locked and/or monitored during school hours.
- During the school day, staff members share responsibility for campus supervision and do not hesitate to question visitors or communicate safety concerns to the Principal and BOM.
- If school staff identify locations on the campus that pose safety concerns, those areas receive increased supervision as determined by the Principal and BOM.
- Graffiti and other acts of vandalism are removed ASAP. It is the goal of staff to make sure that schools are restored before pupils arrive each day.
- School leaders have an accountability and maintenance system in place for most equipment (e.g., printers, copiers, laptops), which includes inventorying equipment annually.
- School leaders will institute and abide by additional security procedures that are established regionally or by the Principal and BOM, such as the use of security systems.

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, Rocketship 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 Rocketship's approach to emergency management include:

- A. Hazard analysis
- B. Identifying hazards
- C. Recording hazards
- D. Analyzing hazards

- E. Mitigating/preventing hazards
- F. Monitoring hazards
- G. Safety Audit

(2) Preparedness

Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in Rocketship's approach to emergency management include:

- A. Providing emergency equipment and facilities.
- B. Emergency planning, including maintaining this plan and its appendices.
- C. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
- D. Conducting periodic drills and exercises to test emergency plans and training.
- E. Reviewing drill, exercises and actual emergencies after they have occurring.
- F. 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:

- Disseminate information to Emergency Response Team members and request a meeting of available members.

- Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
- Notify general faculty/staff by letter or telephone with appropriate information.
- Schedule faculty meeting for an update the week before students return to school.
- 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.

- 1. While the Principal and BOM are ultimately responsible for leading school-wide emergency responses, all/any staff members should feel prepared to take charge in an emergency response situation.**
 - a. 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 Rocketship employees understand this expectation when committing to work at a Rocketship school.
- 2. Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside Rocketship.**
 - a. 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.
- 3. Deciding what to do first in an emergency is a two-step process.**
 - a. 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 two quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; and 2) 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 #2: Determine, Execute and Communicate 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:

4. In a life-threatening emergency, follow the “Window of Life” approach of Protecting Yourself, then Protecting Others, then Protecting the Place and then Notifying Public Safety/911.

While it is important to quickly notify the authorities in an emergency, the priority of all staff should be to take personal protective action first before warning others in the immediate area and in the building. Once these immediate life-saving steps are taken, the 911 call for help should be placed.

If for example, an intruder with a weapon enters the front office, the Office Manager should:

1. Secure her/himself in a locked office
2. Make the lockdown call over the intercom / walkie talkies, if Principal or BOM has not already done so.
3. Call 911
4. After calling 911, the flow of information at a school site should go from the first responder to the Principal to the Rocketship regional office.

5: In case of fire, activate the alarm

In the event of a fire, ***anyone*** 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 BOM.

6. All Rocketship employees are responsible for notifying school leaders of emergencies

In the event the Rocketship main office or school staff receives information of an emergency on or near a school campus, the information shall be provided immediately to the school Principal. Once the type of emergency has been identified and the initial Window of Life steps have been taken, school personnel can determine the appropriate ***emergency response action*** to take:

Emergency Response Actions- Summary

<p style="text-align: center;">Duck and Cover (and Hold)</p> <p style="text-align: center;"><i>Earthquake</i></p>	<ol style="list-style-type: none"> 1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 3. If <i>inside</i>, 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 <i>outside</i>, 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 from buildings, trees, and power lines.
<p style="text-align: center;">Shelter-in-Place</p> <p style="text-align: center;"><i>Airborne Contaminants, Hazardous Materials</i></p>	<ol style="list-style-type: none"> 1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If <i>inside</i>, teachers will keep students in the classroom until further instructions are given. 3. If <i>outside</i>, 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.
<p style="text-align: center;">Lockdown</p> <p style="text-align: center;"><i>Criminal Activity in Area, Intruder on campus, Shooting</i></p>	<ol style="list-style-type: none"> 1. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If <i>outside</i>, 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 <i>inside</i>, teachers will instruct students to drop to the floor, lock the doors, and close 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.

<p>Evacuate Building (Primary Evacuation Site)</p> <p><i>Fire</i></p>	<ol style="list-style-type: none"> 1. The Principal or BOM will make the following announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. The School Leader will initiate a fire alarm. 3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned <i>Assembly Area</i>. 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
<p>Off-Site Evacuation (Secondary Evacuation Site)</p>	<ol style="list-style-type: none"> 1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader 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.
<p>Go to Safe Site</p> <p><i>Tornado</i></p>	<ol style="list-style-type: none"> 1. A siren will sound, or the Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader 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.
<p>All Clear</p> <p><i>Emergency is Over</i></p>	<ol style="list-style-type: none"> 1. The Principal or BOM 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

Safety Drills Required by State

California:¹

1. **Fire drills:** Monthly while school is in session, with one occurring within the first 15 days of school starting.
2. **Lock down drills:** twice yearly, once within first 30 days of school starting.
3. **Earthquake drill:** once per quarter.

Tennessee:²

1. **Fire drill:** Monthly while school is in sessions, with one additional fire drill during the first full month of the school year.
2. **Lockdown drill:** One armed intruder drill annually in coordination with local law enforcement.
3. **One CPR/AED** drill annually
4. **Three (3) additional safety drills** during the school year, which may include inclement weather, earthquake, intruder, or other emergency drills not requiring full evacuation.

Wisconsin:³

1. **Fire drill:** Monthly when school is in session.
2. **Tornado drill:** twice annually.
3. **Lockdown drill:** twice annually.

Washington, D.C.:⁴

1. **Fire drills:** at least two fire drills must be conducted during the first two weeks of the school year, and one a month thereafter.
2. **Lockdown drills:** twice per year.
3. **Emergency Evacuation drills:** twice per year.
4. **Severe Weather Safe Area:** at least one in March

¹ http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB634

² https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/Safety%20Drill%20Procedures_Accessible.pdf

³ <https://docs.legis.wisconsin.gov/statutes/statutes/118/075>

⁴ https://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf

Accounting for Students During/After and Emergency

1. The **Principal will direct teachers** to take attendance using their paper rosters and report back to School Leaders by email (during a lockdown) or in person (at an evacuation site). Teachers should report three pieces of information:
2. Number of students present in their classroom at that time (headcount – Police may want this information);
 - a. Names of any students on the roster who aren't currently in the classroom;
 - b. Names of any students who are not on the roster but are in the classroom
 - i. *Note: If for some reason the teacher doesn't have a paper roster, one can be generated in Powerschool by pulling the Weekly Attendance Summary (Meeting) Report and navigating to the page for that cohort.*
3. A school leader will access the online attendance system and and pull a Summary Report to generate daily attendance by grade. (If the school is unable to access the report, a school leader will contact a Rocketship national/regional staff member to pull this report remotely).
4. The Office Manager will give the other school leaders the student **sign-in/out sheets**. If the OM can't leave the Front Office, the OM can scan the sheet and email it around.
5. As teachers report in, **school leaders** (AP, BOM, Principal) should compile the information from teachers, PowerSchool, and the sign-out sheet to account for every student on the roster who isn't currently in their teacher's classroom. These students may be absent that day, they may have left school early, or they may be in another teacher's classroom.
6. If a student is still missing, the **Principal** should contact the child's family to confirm that the child was at school that day and did not leave early. If the child is still unaccounted for, the Principal should search for the child or notify the police.

Fire

Fire in the School Building

When the fire is discovered:

1. Activate the nearest fire alarm.
2. Call 911.
3. Notify the Principal or other school leader ASAP
4. The Principal and BOM should make all teachers aware of the fire and facilitate evacuation of students. If the fire alarm is not working, the Principal and designees should alert teachers by other means (e.g. Walkie-Talkies, go door to door, shout)
5. In case of a fire, the Principal is the designated responsible official
6. Fight the fire **ONLY** if:
 - a. The fire extinguisher is in working condition
 - b. The fire is small (the size of a wastebasket or smaller) and is not spreading to other areas

- c. Escaping the area is possible by backing up to the nearest exit

Upon hearing of a fire:

1. The Principal should make sure 911 has been called. Multiple 911 calls are OK.
 - a. Important! The Fire Department is to be notified of fires larger in size than a wastebasket. The Fire Department will need the following information: School name and phone number, building address including cross streets, location of the fire within the building, information on the layout of the building/how to quickly reach the fire.
2. The Principal and BOM should direct students and staff to evacuate the building. Teachers should know that the fire alarm means EVACUATE.
3. Teachers should evacuate their students:
 - a. Grab the class roster and safety clipboard.
 - b. Students should line up in single file and count student quickly.
 - c. Shut the door upon leaving
 - d. Take students to the primary assembly site, following the route on the map.
 - e. At the assembly site, take attendance and report any missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated. The Office Manager will also render first aid if necessary.
5. If safe, the Principal should direct the Business Operations Manager (head of the Hazards/Utilities Team) to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire.
6. All other staff members or visitors in the building should also evacuate.
7. The Principal and Assistant Principals should sweep the hall for students.
8. After evacuating (at the assembly site):
 - a. The Principal should make sure that teachers take attendance. If students are missing, they should report to the Principal or Assistant Principals. The Principal will decide if a search/rescue mission is appropriate.
 - b. The Principal should wait for the fire department and be prepared to assist them.
 - c. Students and staff should wait together at the assembly site until they are dismissed.
9. If an emergency release is necessary:
 - a. The Principal will work with the Office Manager (head of the Student Release/ Communications Team) to contact parents (e.g. using OneCall) with instructions for the emergency release.
 - b. Important! The Principal or Office Manager are the only individuals authorized to sign out a child in the case of an emergency.
 - c. The Traffic and Security Team (led by the Business Operations Manager) should help direct traffic during student release.

10. Wait until the fire department says it is OK to return to the building. If major damage occurred, the Principal should contact the Director of Schools to initiate a Crisis Response and bring in Facilities experts to make sure the building is safe for students.

Fire In the Surrounding Area

This procedure addresses the situation where a fire is discovered in an area near the school.

1. If a fire is discovered near a school, the Principal should **notify 911**. If someone learns of a fire near the school, he or she should notify the Principal immediately.
2. **The Principal/designee** will initiate the appropriate emergency response action based on the nature of the threat. The Principal should consult with the Fire Department about whether or not the school should be evacuated and where it students and staff should go.
3. In the event of an evacuation, follow the protocol described above.
4. If an emergency release is necessary, follow the protocol described above. The Principal/designee should consult with the Fire Department to determine how the emergency release should occur.

Earthquake

What to Expect During an Earthquake

Rocketship staff members who've never experienced an earthquake or didn't grow up in an area where earthquake safety training was necessary may be especially anxious about what to expect when an earthquake hits. Knowing what to expect will help school staff make quick decisions about where to stand and which potential hazards (such as bookshelves or items mounted on walls) to avoid.

When an earthquake hits, the first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. For a small earthquake, the gentle shaking, swaying, and wobbling for a few seconds may be the only impact. You may not have time to register that an earthquake is occurring and enact an emergency response.

In a violent earthquake, the signal to begin the emergency procedure is the sensation of severe quaking. You may be jarred by a violent jolt after the shaking, swaying, and wobbling. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them

- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

Emergency response procedures for earthquakes included in this Plan include:

1. During/Immediately After an Earthquake
2. After an Earthquake: Evacuation
3. Special Circumstances: Earthquakes when Outside

During/Immediately After an Earthquake: Drop and Cover

1. Instruct students to **DROP** and **COVER**.
 - a. Drop to the floor.
 - b. Take cover under a structure that can protect you from falling objects. The safest places in a classroom are under a sturdy desk or table, in a doorway, or against an inside wall (a wall that separates inside spaces). Keep your back to the windows to shield against broken glass.
 - c. Cover your head and neck with your arms.
2. Everyone else in the building should drop and cover as well.
3. Stay in this position until the shaking stops. Talk to students to keep them in the drop/cover position until the shaking stops.
4. If you have access to a walkie-talkie, make sure it is turned on.
5. After the shaking stops, check for injuries and render first aid.
6. Wait for further instruction from the Principal or designee (e.g. evacuation).

After an Earthquake: Evacuation

Evacuation after a major earthquake is necessary because of the threat of secondary disasters (fire, explosions, etc) caused by the earthquake.

Communications between and within the school may also be interrupted during an earthquake, so principals and teachers may need to use their own judgment deciding whether or not to evacuate a school or their classroom. These are the steps to follow after the initial response to an earthquake described above:

1. The Principal (or designee) is responsible for initiating the fire alarm to signal the evacuation of the building after an earthquake. Always evacuate after an earthquake to check the school grounds before bringing students back inside.
2. If an evacuation is initiated (i.e. fire alarm goes off), everyone in the building should evacuate and leave the door open as they leave:
3. Teachers should evacuate their students:
 - a. Grab the class roster and safety clipboard.
 - b. Students should line up in single file and count student quickly.

- c. LEAVE THE DOOR OPEN upon leaving (this is the opposite of a fire drill)
 - d. Take students to the primary assembly site, following the route on the map.
 - e. At the assembly site, take attendance and report missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign-in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated.
5. If safe, the Principal should direct the BOM to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire, if one results.
6. After initiating the fire alarm, the Principal should:
 - a. Sweep the hallways (with APs or the Business Operations Manager).
 - b. Make sure 911 has been called (if not already called).
 - c. Evacuate the building with students and staff.
7. As the Head of the First Aid Team, the Office Manager should be sure to grab a First Aid Kit, Emergency Cards, and Sign in/Out sheets.
8. After evacuating (at the assembly site):
9. Teachers should take attendance and notify the Site Communications Team (Principal, APs, BOM) of missing students or staff.
 - a. If students or staff are missing, the Principal should lead a search and rescue mission
10. If first aid is needed, the Office Manager and the First Aid Team should set up a First Aid Kit and render aid as needed.
11. The BOM should turn off the gas and electricity, if it is safe to do so. (This will minimize risk of fire or explosion after an earthquake).
12. Rocketship schools are equipped with earthquake/survival buckets with tools, food, and drinking water that can be used in case of an emergency.

Principals will observe the following:

Re-entry into Classrooms: The Principal/designee will determine if it is safe to re-enter the classroom. Students and staff should stay out of the building until the Principal has given the OK.

Release of Staff: Once the student body is as safe and secure as possible, teachers will remain with students until the Principal or designee releases staff to attend to personal situations, families and home.

Special Circumstance: Earthquake While Outside the Building

Follow these instructions if outside during an earthquake:

- 1) Stay outside.
- 2) Instruct students to move away from buildings, street lights, and utility wires – stay in the open.
- 3) Instruct students to drop and cover until the shaking stops.
- 4) Proceed to the evacuation site when safe.
- 5) Make sure your walkie-talkie is on and listen for further instruction.

Severe Weather/Tornado

Severe weather includes violent thunderstorms, tornadoes, and other forms of disruptive weather phenomena.

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If other staff or community members learn of a severe weather situation, they should notify the Principal ASAP.
2. In the case of a Tornado or Severe Weather **Watch** (i.e. be on alert as conditions are favorable for a Tornado or severe weather), the Principal should use a battery-powered weather radio to monitor/listen for updates on the weather.
3. In case of a Tornado or Severe Weather **Warning** (i.e. tornado has been spotted/is coming/is imminent), a siren may sound, and the Principal should initiate a GO TO SAFE SITE response.
4. Upon hearing an announcement to GO TO A SAFE SITE, **Teachers** should take the following steps:
 - a. Grab your safety clipboard and walkie-talkies
 - b. Make sure your walkie-talkie is on.
 - c. COUNT your students before you leave the room.
 - d. Lead your students to the designated INDOOR SAFE SITE, following the path on your map.
 - e. If severe weather is imminent, instruct students to face the interior wall and get down on their knees, holding their hands behind their head.
 - f. As possible, take attendance at the safe site.
 - g. If you need assistance or student(s) is (are) missing notify the **Site Communications Team (Principal and APs)**.
5. The **Office Manager** should grab the Emergency Cards, Sign-in/Sign-Out sheet, and First Aid Kit before heading to the Safe Site. As the assistant to the physically-challenged, the OM needs to make sure that students and staff with physical challenges are evacuated. (Consult the List of Staff/Students with Medical Conditions if there are any questions).
6. The Principal and BOM should continue listening to the weather radio and determine when it is safe to return to the classrooms.
7. Staff and students should wait for the “All Clear” signal from the Principal to return.

Note: If you are unable to get to the school’s designated safe site, consider the following safety tips:

Small interior rooms on the lowest floor and without windows

- Hallways on the lowest floor away from doors and windows
- Rooms constructed with reinforced concrete, brick or no windows
- Stay away from outside walls & windows
- Use arms & protect head & neck

- Remain sheltered until the tornado threat is announced to be over

Flood

In case of a flood, the Principal will generally have sufficient warning to make arrangements to close the campus.

If a flood threatens the school without sufficient warning (e.g. flash flooding), the following procedure applies:

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If a staff or community member learns of an impending flood, he or she should notify the Principal ASAP. In case a flood watch/warning, a siren may also sound. The Principal should have a battery-powered weather radio handy and should keep it on when severe weather, such as a flood, is impending.
2. The Principal should get information from the local emergency management agency and determine whether a SHELTER-IN-PLACE (with emergency release, if there is enough time), EVACUATE, or OFF-SITE EVACUATION procedure is appropriate.
3. In case of an evacuation, the Principal should direct staff and students to evacuate the affected buildings per the regular procedure (grab clipboard + roster, count students, lead them out in single file by the established evacuation route). If conditions change, the Principal may turn an Evacuation into an Off-Site Evacuation.
4. The **Office Manager** should contact families with information on emergency release plans/to reassure them that students have been evacuated (OneCall or other).
5. The Principal should continue monitoring the situation using the weather radio and remain in contact with emergency response officials to inform next steps.
6. In case of sustained emergency situation, Rocketship schools have earthquake/survival buckets with tools, drinking water, and food that can be used in case of emergency.

Flood Special Circumstance– Flood off site

If a flood occurs when students/teachers are unable to evacuate with the rest of the school, the following guidelines should be observed:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Air Pollution / Smog

It is recommended that protective measures be taken by sensitive persons in case of air pollution/smog. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.

- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).

Important! If notified, via the health department that it is unhealthy for students to be outside, the school (Office Manager/Principal) will be notified, via the all-call system. In this case, recesses should be cancelled and schools should follow the “rainy day” schedule for lunch.

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal/designee

Power Loss

If the power goes off (either as an isolated event or as part of another emergency), it may quickly return. In the event of extended power loss to a facility, these precautionary measures should be taken to keep the facilities safe:

- Unnecessary electrical equipment and appliances should be turned off. Power restoration could result in a surge causing damage to electronics and affecting sensitive equipment.

- *If the facility is located in an environment with freezing temperatures:*
- Turn off and drain the following the fire sprinkler system, standpipes, potable water lines, and toilets in the event of a long term power loss.
- Equipment that contains fluids that could freeze without heat should be moved to heated areas or drained of liquids.

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to room temperature before energizing to prevent condensate from forming in the circuitry.
- *In freezing environments:* Fire and potable (drinking) water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

When someone learns of a threat near the school campus (ex. violence or criminal activity in the neighborhood), he/she should initiate a Lockdown Procedure as follows:

1. Call 911 (multiple phone calls to report the same disturbance are OK).
2. Notify the Principal or another school leader ASAP.
3. A school leader should announce that the school needs to go into **Lockdown** over the intercom or through other means (i.e. walkie talkies). For example:
 “We have an emergency situation and teachers need to implement a lockdown. Teachers, bring students into classrooms and lock and/or barricade your doors. Do not open your door unless a school leader asks you to. We will be sending an email asking teachers to confirm that they are OK and all students are accounted for – please respond to this ASAP.”
4. For updates on the situation, a school leader should call the local police department.
5. The Office Manager should be prepared to share the sign-in/out sheet with School Leaders.
6. The Principal (or an AP, if the Principal is absent) should try to make sure all students in the building are accounted for by having teachers take attendance and report the # of students in their room, the names of students on their rosters who aren’t physically in their rooms, and the names of students who aren’t on their rosters but are physically in their rooms. (**See also: Accounting for Students During/After an Emergency**).
7. Communicate with parents using our automated calling system another means. Parents should stay away from the school if there is an active situation at the school – they could get in the way of law enforcement responding to the crisis. Consider the following message:

“There is a situation at Rocketship XY and the school is in lockdown. Everyone is safe, and the police have been contacted. For your safety and the safety of our staff and students, please do not call the school and do not come to the school. We will notify you with an update as soon as possible.”

8. Notify the **Director of Schools** (when safe to do so) to initiate a crisis response (See also: Crisis Response Plan).

9. Wait until you hear from law enforcement to end the lockdown. When the lockdown ends, get contact families and let them know what your plan is for emergency dismissal and if you will use additional safety measures during dismissal (e.g. checking walker rider cards at two locations and/or asking for photo IDs).

Upon hearing the Lockdown order, teachers should:

1. Bring all students inside (even if they don't belong in your class)
2. Lock the door if you can. If not, barricade with furniture.
3. Turn off the lights.
4. Close the curtains/blinds.
5. If there is shooting, have students hide behind internal barricades away from windows and wait silently.
6. Turn on your walkie and check your email. Wait for instructions from school leaders.
7. Do not allow students to exit the classroom. No bathroom breaks!
8. When asked by your school leaders, use the paper roster in your classroom to take attendance and then send an email to your school leaders (Principal, APs, BOM, and OM) with three pieces of information:
 - a. # of students currently in your classroom;
 - b. Names of students on your roster who aren't currently in your classroom;
 - c. Names of student who isn't on your roster but is in your classroom at that time
(See also: ACCOUNTING FOR STUDENT DURING/AFTER AN EMERGENCY)
9. There is no way to predict how long a lockdown will last. Keep kids quiet and comfortable. Consider handing out hard candies to help kids cope with the stress. If a lockdown lasts for an hour or more, consider handing out small bottles of water (no bathroom breaks!) and/or granola bars.
10. Kids will have questions – be prepared. All Rocketeers should understand what it means to go into “lockdown” and that we go into lockdown to stay safe when there's a threat (burglar, wild animal, or violence) near our school.
11. **Remember to....Turn on your Walkie-Talkie, Keep it Quiet:** Teachers and YMCA/City Year/Field Crew & After School staff must have a charged & functioning Walkie Talkie in their classroom or on their body, if outside. Walkie Talkies are charged/stored in the Staff Room at night.

Intruder With a Weapon

Note on Students With Weapons:

When a student is discovered on campus with a deadly weapon:

- The Principal (or other school leader) shall be notified ASAP
- If the student poses an active threat to the school (e.g. student will not give up the weapon), the Principal or designee shall implement a school-wide emergency response, initiating a Lockdown and calling 911.

- If no imminent threat is posed (e.g. a knife was discovered in a student's backpack and immediately confiscated), the Principal shall take the student to the school's front office and deal with the situation using standard Rocketship disciplinary procedures.

If an intruder enters the school campus with a deadly weapon, everyone should do the following:

1. Do not confront the intruder. Follow the Window of Life principle and take personal protective action first: get to a safe location with the **door locked and/or barricaded**.
2. Warn those immediately around you and if possible, notify the principal or another school leader ASAP. All staff can and should **make the Lockdown call** over the intercom or walkie talkies rather than waiting for the principal or school leader.
3. **Call 911**. Give as many details as you can about the intruder's identity, location, and the kind of weapons he/she has. Please also use as many descriptive details about the intruder as you can, including: gender, age, ethnicity, height/weight, clothing and other remarkable characteristics such as piercings, jewelry and tattoos.
4. Follow the **Lockdown Procedure** described above.

Shooting (Drive-by, Neighborhood)

If shooting occurs at or near a school site, the immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Direct staff and students to lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
3. License plate number
 - a. Type of vehicle
 - b. Occupants
 - c. Weapons

Immediately after the vehicle is gone:

1. Alert the Principal
2. Call 911.
3. **Principal/Designee** will order a **Lockdown** for staff and students (See **Lockdown Procedure** above). This order will stay in place until law enforcement arrives and gives the all clear.
4. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
5. Immediately notify the Principal of any injuries and report the extent of the injuries.
6. Stay with the injured until emergency services arrive.
7. The Principal/Designee should contact his/her supervisory Director of Schools to initiate a crisis response (See also: Crisis Response Plan).
8. If the media arrives, they should be directed to the Principal/Designee.

REMEMBER- Students will model their emotional reaction after yours. STAY CALM.

Hostage Situation

If a hostage situation arises at a school, do the following:

1. Notify the **Principal** or another school leader ASAP.
2. Stay calm and keep students as calm as possible.
3. Do NOT be a hero; Follow the captor's instructions.
4. Cooperate and be friendly. Don't argue with or antagonize the captor.
5. Inform captors of medical or other needs.
6. Be prepared to wait – elapsed time is a good sign.
7. Don't try to escape and don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard, including details about the captor's appearance (gender, ethnicity, height/weight, clothing, tattoos, etc.).
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

Upon hearing of a hostage situation at the school site, the Principal or BOM should:

1. Call the police ASAP.
2. Move other students and teachers away from the hostage situation, if safe. Avoid making announcements over the loudspeaker if this could antagonize the captor.
3. Keep everyone as calm as possible.

Shelter-in-Place (or “Soft” Lockdown)

A Shelter-In-Place order means that a situation has occurred that requires students and staff to remain inside with limited exposure to outside air (turn off the air conditioning). An example of a Shelter-in-Place emergency would be a fire in a nearby factory that is releasing toxic fumes into the air.

1. The Principal or BOM will make an announcement to signal a shelter-in-place, such as “we have received information about a fire at a manufacturing plant nearby that is releasing toxic fumes. Students and staff should get inside. Teachers, close the windows to your classrooms. We will be turning off the air conditioning. Please stay inside and continue teaching with the windows shut. I will be sending out an email that you should all respond to once you have taken attendance.”
2. The Business Operations Manager should turn off the HVAC system.
3. When the announcement has been given, Teachers should lead all students indoors and into their classrooms and shut the doors and windows. It is a good idea to stuff a towel or sweatshirt under the door, if available. Once inside, teachers should take roll.

4. The Principal or BOM will send out an email to teachers asking teachers to confirm that they are OK and that all students are accounted for.
5. If safe to do so, the BOM should walk through the campus to make sure that all windows are shut and doors are closed.
6. Teachers should respond to the email confirming they are OK or alerting the Principal that students are missing. If students are missing, the Principal will decide if a search and rescue mission is safe.
7. If necessary, BOM should shut off the gas and power systems for the building.
8. The Principal or BOM should contact the authorities (local Fire department) to find out when it is safe to release students/end the Shelter-in-Place drill.

Car/ Bus Accident

In case of a car or bus accident on/near the school premises, the Bus Driver or First Responder to the Scene should take charge of emergency response actions.

1. Remain calm and call 911 immediately. Report any and all details, including if another vehicle was involved the make/license plate number, and details about the driver.
2. Contact the school Principal. The Principal or designee should call the Head of the Region immediately and also contact the bus owner/contractor.
3. The driver or First Responder should care for the immediate needs of his passengers to the extent possible and also to the non-passengers involved in the accident, if possible.
4. The driver and First Responder(s) should wait for the emergency responder personnel (fire, ambulance, etc.) to arrive. Even if an ambulance is not needed, the First Responder should also and driver should wait on the premises while the driver(s) and principal report the accident
5. Afterward, preserve the accident to the extent possible – don't move things except in the service of helping victims.
6. The driver may not authorize any passenger to leave or be taken from the accident scene. If there are children on the bus, a staff member must supervise dismissal.

Threat to School

If a school is threatened over the phone (e.g. bomb threat, terrorism), the caller needs to keep cool and try to remember as much information as possible from the caller.

Person Receiving the Threat

The person who receives the threat has the best information for police to follow-up on.

- Try to keep the caller on the line – don't hang up!
- Get as much information as possible from the caller and write down what you're hearing:
 - Is the caller a male or a female? Adult or child?

- What did the caller's voice sound like? High? Soft? Whispery? Deep? Raspy? Intoxicated?
- Did the caller have an accent?
- Did you hear anything in the background? Cars/street noise? Dog barking? Music? Voices?
- What specifics did the caller give about the threat (e.g. a bomb will explode in the server room tomorrow at noon)?
- After the caller hangs up, report immediately to the Principal or nearest school leader.
- Call 911 and report these details.

Upon hearing of a threat to the school, the Principal:

- Makes sure 911 is called immediately, and that the person receiving the threat has either called or is available to provide first-hand information to the 911 receiver.
- Assumes command of the emergency until replaced by the fire department/Sheriff's Department.

Specific Situation: Bomb Threat

- BOM or designee leads an evacuation of the building. "Your attention please. Your attention please. Evacuate the building – Evacuate the building."
- The principal and BOM should conduct a sweep of the school grounds after the evacuation to make sure everyone is out.
- Teachers should: visually scan their room – is there anything out of place? Any students missing?
- Count students quickly before leaving and grab the safety clipboard.
- Leave doors unlocked and turn off lights when leaving.

Specific Situation: Shooting Threat

- The BOM shall implement a hard lockdown order until police arrive.
- School Leaders should check all restrooms and the perimeter of the building and lock the gate to keep the area secure.
- Contact the Director of Schools to initiate a crisis response plan.
- If school buildings are deemed unsafe, School Leaders should arrange for transportation to another site.
- With the Office Manager, the Principal and BOM will contact parents so that they know where to go for an emergency pickup and so that they are not rushing to a dangerous site (i.e. by using OneCall)

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**. (Note: this plan addresses the emergency response to a terrorist attack resulting in an explosion).

Scenario 1: Explosion on School Property

1. In the event of an explosion, everyone should initiate DUCK AND COVER. Teachers should instruct students to DUCK and COVER.
2. The Principal or BOM will call “911.”
3. The Principal/BOM will consider the possibility of another imminent explosion and initiate emergency response actions based on their assessment of the situation. These emergency response actions could include SHELTER-IN-PLACE (low threat of another explosion), EVACUATE BUILDING or OFF-SITE EVACUATION.
 - a. In the event of an evacuation, the Principal will direct the Office Manager or designees to make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
 - b. The Office Manager will take the Emergency Cards, Sign in/Sign Out Sheets, and the First Aid Kit with him/her to the assembly point. The Office Manager must make sure all Physically-Challenged Students and staff are assisted out of the buildings.
 - c. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students before leaving, shut the door, and lead their students in an orderly fashion on the established route to the assembly site.
4. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
5. If students or staff are injured, the Office Manager will direct the First Aid Team to set up a station and tend to the injured.
6. The BOM will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
7. The Principal/BOM will notify the Head of the Region to initiate a Crisis Response Plan (See also: Crisis Response Plan).
8. Members of the Traffic and Security Team, under direction of the BOM, will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
9. The Student Release/Communications Team will notify parents of emergency release plans and procedures (e.g. using OneCall).
10. An area affected by an explosion will not be reopened until an appropriate agency provides clearance and the **Principal/designee** gives authorization to do so and a qualified fire suppression and hazmat team has inspected the building.

Scenario 2: Risk of Explosion on School Property

1. The Principal and BOM will initiate the appropriate emergency response based on available information. This may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. In the event of an evacuation, the BOM will make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
3. The Office Manager will take the Emergency Cards, Sign-in/Out sheets, and First Aid Kit with him/her to the assembly point.

4. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students (if safe to do so) before leaving, and proceed to the assembly site.
5. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
6. The Principal or other school leader will call “911.”
7. The BOM, will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
8. The Principal/designee will notify the Head of the Region and initiate a crisis response (see also: Crisis Response Plan).
9. All affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee issues authorization to do so.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The Principal or BOM will initiate a SHELTER-IN-PLACE emergency response.
2. The Principal or BOM will notify “911.”
3. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The **Principal or BOM** will initiate the SHELTER-IN-PLACE emergency response. The Office Manager or designee will communicate this order to teachers, and teachers will make sure students follow this order
 - a. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
 - b. The **Principal/designee** will notify “911.”
2. After the initial blast, the **Site Communications Team** (Principal, APs, BOM) should lead an effort to remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
3. Under direction of the BOM, the Utilities and Hazards Team will turn off the school’s main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
4. The Principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
5. At the Principal/designee’s discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
6. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance.

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are OUTSIDE, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems. (Shelter-in-Place)
- Steps for self-decontamination:
- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water

Chemical Spills and Hazardous Substances

When a large chemical spill has occurred:

- Immediately notify the BOM and Principal
- Contain the spill with available equipment (See "Location of Safety Equipment" list in the safety clipboard)
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup (See the Emergency Contact list in your safety clipboard)
- Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the designated official (Principal)
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures
- The name/number to call for chemical spill cleanup is included in the Emergency Contact List in your safety clipboards.

Hazardous Substances:

Hazardous Substances include, but are not limited to, the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner

Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

If you encounter a spill, always call for assistance (See the Emergency Contacts on your Safety Clipboard) and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

Biological / Chemical Incident

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Regional Team of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance.

The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.

8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.

2. The Traffic and Security Team (under direction of the Business Operations Manager) will establish a safe perimeter around the affected area and keep personnel from entering the area.

3. The Principal/designee will call “911” and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of emergency.

4. The Principal/designee will notify the Head of the Region of the situation to initiate a crisis response.

5. The Utilities/Hazards Team (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.

6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid Team (led by the OM) should assess the need for medical attention.

7. The Site Communications Team (Principal, APs, BOM) should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.

8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.

2. Upon receiving the SHELTER-IN-PLACE notification, the Utilities/Hazards Team (under direction of the BOM) will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should

communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.

4. The Principal/designee will call “911”, and the local emergency management warning agency.
5. The Principal/designee will notify the Head of the Region of the situation.
6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Fire Drill

1. The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
2. Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
3. At the assembly site, teachers should take attendance.
4. The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Lockdown Drill

1. Students, staff, and families should be prepared for the lockdown drill prior to the announcement. Teachers could discuss the lockdown drill with students as “learning what to do in case a burglar comes into the school.”
2. The **Principal or designee (e.g. OM)** will make an announcement over the loudspeaker indicating that the lockdown drill has begun: “Staff and Students: This is the beginning of our lockdown drill. Teachers, please barricade your doors and count your students.”
3. **Teachers** should follow the lockdown procedure: Bring all students into the classroom, lock the classroom door (as possible), barricade the door, turn off the lights, build interior barricades, and keep students calm and quiet in the safety triangle, a safety triangle is a location in the room where you can not be seen through the window in the door (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clipboard.

4. The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.
5. After the drill has been completed, the **Principal or designee** should give the “All Clear” notice over the loudspeaker.
6. The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:

1. The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: “We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible.”
2. **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
3. The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
4. The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the “Shelter-in-Place” drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
6. Remember to record the drill in the Rocketship Drill Log.

Earthquake Drills

1. The **Principal or designee** (e.g. Office Manager) will make an announcement over the loudspeaker to indicate the start of the drill.
2. Teachers should instruct their students to **DUCK, COVER, and HOLD**.
3. Students and staff members should duck or drop to the floor, take cover under a sturdy desk or table (keeping their backs to the windows), cover their heads with their hands, and hold onto the furniture for stability.
4. The Principal should wait for four minutes and then announce: “The Earthquake is over.”
5. If desired, classes can also practice evacuating after an earthquake. The Principal (or designee) should announce: “We are now evacuating to our primary assembly site.”
6. Staff and students can get out of the ducking position and prepare to evacuate:
7. Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
8. When leaving the room, the door should be left OPEN.

9. Students and staff should proceed to the assembly site using their predetermined evacuation route. At the assembly site, teachers should take attendance.
10. The Principal (or designee) should conduct a walkthrough of the building to make sure that all students and staff have evacuated and that doors have been left open.
11. At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.
12. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone leave their door open? Did they take their safety clipboards with them?
13. Remember to record the drill in the Rocketship Drill Log.

Severe Weather/Tornado Drill

1. The **Principal** or designee should announce the beginning of the drill over the intercom.
2. **Teachers** should quickly count their students, grab the safety clipboard, and lead students in an orderly fashion to the designated indoor safe site. Students should then be directed to assume a ducking position, facing the interior wall, and cover their heads with their hands. The teacher should take attendance if the count of students doesn't match the number in their students.
3. The **Principal or designee** should conduct a hall sweep to make sure all students and staff have followed directions to evacuate.
4. Once all students are assembled, the **Principal** or designee should wait for three minutes and then announce that the drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Administering Medications to Students (Policy)

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the Rocketship Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any medications that need to be administered, and administering the medication.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information:
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. Stay calm. Keep victim warm with a coat or blanket. Do not leave person unattended.
7. Do not move the victim unless there is danger of further injury.
8. Do not give the victim anything to eat or drink.
9. Draft a written incident report and submit it to School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident.**

First Aid (Illness/Injury)

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.

Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. Teachers are to have the opportunity to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers, support staff, and volunteers. As possible/safe, students will be referred to the **Office Manager** for minor accidents and incidents.

Minor Accidents: For minor accidents, use the First Aid Kit located in the Front Office.

Poisoning: If a student ingested a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.
2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness: If child complains of illness, question him/her to determine severity.

For minor illness, the teacher should have child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with note to the Office Manager (or call office for escort).

If student is too ill to walk to office, call the Office Manager for immediate help and explain severity of situation. If the child feels sick after fifteen minutes, the child may be sent home.

Convulsions: If a child has convulsions:

1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns:

1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
- 3 If a burn is severe, call 911.

Insect Bites:

1. Remove stinger if possible.
2. Apply cold, wet towel
- 3 Call 911 if systemic symptoms occur (labored breathing, swelling of entire body, etc.).

Bio-Waste:

When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.

A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary). Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office Manager should call parents immediately.

Playground Accidents:

1. Render first aid on playground if necessary
2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Rescue Breathing

1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed:

- Have the child sit down and lean forward.
- Stop bleeding with a cloth

Wounds:

1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
 - a. Have victim sit or lie down
 - b. Apply direct pressure to the wound
 - c. Treat for shock (keep them calm)
 - d. Do NOT move the victim unless absolutely necessary
 - e. Call 911

Choking

If the child is unable to breath, cough, speak, then:

1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock: If a child has suffered an electric shock, do NOT touch them. Call 911.

Major Incident

- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Head Lice Policy

Consistent with the Rocketship Education Head Lice Policy, in order to prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the Office Manager as soon as possible. The Office Manager shall examine the student and siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in a class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students. Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by Office Manager shows that all nits and lice have been removed.

See also:

Rocketship Head Lice Policy

First Aid, CPR, and Health Screening Policy

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end,

Rocketship expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

First Aid Kits: Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR: Administrators (Principals and Assistant Principals) and School Office Personnel (Business Operations Managers and Office Managers) are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. The Business Operations Manager will be responsible for maintaining these records.

Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Adult and pediatric CPR and First Aid training will also be offered to all support staff and volunteers.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are: Peanuts, tree nuts, fish, shellfish, egg, cow's milk, sesame, soy, insect stings, latex, and certain medications.

Anaphylaxis is potentially life threatening and always requires an emergency response.

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and Signs:

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light-headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

1. Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
2. If the instructions indicate the use of an adrenaline auto injector (EpiPen), staff (e.g. Office Manager) should administer the EpiPen (**See Following Page for Detailed Instructions**)
3. Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
4. If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)
5. Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
6. Maintain airway, breathing and circulation at all times
7. Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

1. Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
2. Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
3. Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. If anaphylaxis symptoms occur, call 911). Stay with the victim. Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. Prepare to administer EpiPen.
 - a. For students in second grade or below, or if less than 66 lbs, use White label EpiPen Jr (0.15 mg)
 - b. For adults and students in third grade or above, or if more than 66 lbs, use Yellow label EpiPen (0.3 mg)
 - c. The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911 for continued care.*
5. EpiPen Administration Procedure:
 - a. Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.
 - b. Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip. (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
 - c. Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click. (The EpiPen can be injected through the victim's clothing, if necessary.)
 - d. Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh. (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
 - e. Remove the EpiPen and massage the injection area for several seconds.
 - f. Check the black tip:
 - i. If the needle is exposed, the dose has been delivered
 - ii. If the needle is not exposed, repeat steps b through e
 - g. Dispose of the EpiPen in a "sharps" container or give the expended EpiPen to the paramedics.
 - h. Call 911, if not previously called.
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.

9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expended EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

DO NOT HESITATE to administer EpiPen and to call 911, even if the parents cannot be reached.

- Call 911 immediately. 911 must be called if EpiPen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and EpiPen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.

Please also see Rocketship Education Medication Administration Policy.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading to wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.

Students with Asthma:

If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.

Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:

1. Very fast or hard breathing.
2. Skin sucking in over child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:

1. Stay with student, call for help, and have someone call 9-1-1.
2. Keep student sitting upright.
3. Ask student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other workplaces, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of an Rocketship 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 non febrile 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*. Meningococemia 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 cord. 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 from 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 symptoms 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-compliant (unvaccinated) children* or those with *religious exemptions* to vaccination

Bloodborne Pathogens Safety Procedures

Rocketship 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.

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, bloodborne pathogens:

- Being prudent and wise in their work to minimize exposure to bloodborne pathogens
- Never underestimate the risk of exposure to bloodborne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to bloodborne pathogens.

To keep this policy 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.

Methods of Compliance

To effectively eliminate or minimize exposure to bloodborne 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 bloodborne pathogens including
- Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to 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
 - 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 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 off site shall be kept by the school.

Information and Training

Employees shall be retrained annually to keep their knowledge of this area 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 employees who have a potential for exposure to bloodborne 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](#)
- The location of this policy and that it is available for review
- 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, shaRocketship 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.

Employees 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. Such a 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 bloodborne 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 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 bloodborne 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 checklist 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 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.

Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Self-Harm/Suicide Threat

Rocketship Policy on Self-Harm/Suicide Threats

It is Rocketship policy to take threats of suicide or self-harm seriously, whether witnessed directly or heard second-hand. School staff are expected to err on the side of caution, to exercise sound professional judgment, and to practice extreme sensitivity in such situations. School personnel should be informed of the signs of youth depression/suicide.

1. A staff member who is originally made aware of a threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the Principal.
2. A threat in any form must be treated as real and dealt with immediately.
3. No student should be left alone, nor confidences promised to the student in case of a suicide threat. In cases of life threatening situations, a student's confidentiality will be waived.
4. Along with school leaders, school psychologists are all thoroughly trained in crisis response. Principals should use school psychologists as a resource in case of a possible threat of self-harm.
5. The law requires that you do only what is reasonable under the circumstances; for example, you do not need to try to remove a gun or other weapon from the person.
6. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take to stabilize the school community after a traumatic incident (e.g. a suicide threat that is public or an act that is witnessed by other students). The Crisis Response Plan appendix also contains resources around suicide/self-harm that can be shared with parents/guardians.

Emergency Response to a Self-Harm/Suicide Threat

1. Take all threats seriously.
2. If the situation is volatile (i.e. the person has attempted or could attempt self-harm at any moment), call 911.
3. Do not leave a potentially suicidal person unattended – send a runner to notify the Principal ASAP.
4. If other students are in the room with a student who has attempted or is threatening to attempt suicide, they should be escorted to another space.

Important! If a suicide threat is public or traumatic to other students, the Principal should refer to the Rocketship Crisis Response Plan for steps to stabilize the greater school environment.

- The Principal will then contact the child's parent/guardian and tell them of the situation by phone.
- The Principal will then contact the School Psychologist to inform them of the situation and arrange for a risk assessment to be performed with the child ASAP.

- Within 24 hrs, the Principal will provide the child’s parents/guardians with written recommendations for treatment and follow-up. These recommendations should include the following:
 - Contact information for the national suicide lifeline: **1-800-SUICIDE** or **1-800-273-TALK**
 - Findings from the school psychologist’s risk assessment
 - Recommendations from the school psychologist for follow-up/treatment
 - Written resources on suicide prevention/youth depression
- If a student is known to be in counseling, the Principal/designee will attempt to inform the child’s treatment provider of what occurred.
- If the parent refuses to cooperate, the Principal should talk to the School Psychologists about options for an involuntary mental health assessment.

Under no circumstances should school staff drive the suicidal student in in personal vehicles. Do not leave the student alone at any time.

Note: If a threat is made during an after-school program, and no school personnel is available, call **1-800-SUICIDE** or **1-800-273-TALK** for help. Inform the Principal of the incident and actions taken.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take following a serious injury or death at the school. The Crisis Response Plan appendix contains resources around suicide/self-harm.

Staff members should know the following:

1. In case of serious injury or death, do not move the victim unless absolutely necessary. Do not leave an injured student alone. Send a runner to notify the Principal and Office Manager ASAP.
2. A School Leader will call 911.
3. The Office Manager should administer First Aid (See Part Four: First Aid and Medical Conditions in this Health/Safety Plan).
4. If students are in the same space as a student who is seriously injured, they should be escorted elsewhere.
5. Do not make announcements about an accident or incident over the intercom.
6. The Principal should refer to the Rocketship Crisis Response Plan for next steps to stabilize the situation and support the school community.

Policy Appendix

MANDATED REPORTER POLICY

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 school, or an employee of the Rocketship 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 school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act (“Act”), as well as the procedures for complying with the Act.

When Must You Report?

The Act 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 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 fourteen (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 (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (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 twenty-four **(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 thirty-six (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 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 not be a substitute for your making a mandated report to one of the agencies specified above.**
 - b. However, when two (2) 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.

Immunity from Liability

- Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and 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.
- No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.
- 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.
- 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.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RSED will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

STUDENT DRESS CODE

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. This policy addresses Rocketship's dress code requirements;

dress code violations; and consequences for students who do not abide by the dress code.

I. Dress Code Requirements

All students are expected to wear the Rocketship uniform to school every day. The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a white, green, or dark purple collared shirt. Students may also wear a Rocketship polo shirt, which can be obtained from a designated vendor. . Each school Principal has the discretion to set more detailed dress codes on his/her campus that align with this policy. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

II. Dress Code Violations

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

III. Consequences of Dress Code Violations

Students who repeatedly do not come to school in uniform may lose privileges in accordance with Rocketship’s Student Discipline Policy. In addition, Rocketship may contact the student’s parent/guardian to discuss the dress code violation.

DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING POLICY

Rocketship desires to provide a safe school environment that allows all students equal access and opportunities in our schools' academic and other educational programs, services, and activities. Rocketship prohibits, at any Rocketship school or activity, discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying ("DHIB"). This policy shall apply to all acts related to school activity or to school attendance occurring within a Rocketship school. It covers definitions; prohibitions against discrimination, harassment, intimidation, and bullying; free speech protection; duties of school personnel; reporting and investigating complaints; discipline; notification; and bullying prevention efforts.

I. Definitions

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Cyberbullying" includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

II. Prohibitions Against Discrimination, Harassment, Intimidation, and Bullying

Rocketship prohibits discrimination, harassment, intimidation, and bullying as defined in this policy. This includes discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental

status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Additionally, in accordance with state and federal law, Rocketship will not exclude or deny any student from any educational program or activity because of pregnancy, childbirth, false pregnancy, termination or pregnancy, or recovery therefrom. Rocketship will, as necessary, make reasonable accommodations to a lactating pupil on a school campus. Additionally, Rocketship will adopt curriculum and instructional methods and materials, and electronic communication policies that promote a safe environment free of discrimination and harassment.

III. Free Speech Protection

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, EC §§ 48907 and 48950, and other applicable law.

IV. Duties and Responsibilities of School Employees

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (EC § 234.1(b)(1))

V. Reporting and Investigating Complaints

Students, parents or other stakeholders have the option of filing a formal complaint of DHIB through Rocketship's Uniform Complaint Process or General Complaint Policy. If an individual wishes to file a formal complaint, the school will assist the individual in determining the appropriate type of complaint and accessing the appropriate materials. If a formal complaint is filed, Rocketship will investigate in accordance with the procedures set forth in the applicable complaint policy.

The Principal may also become aware of an alleged incident of DHIB through means other than a formal complaint. Any employee who has knowledge of DHIB must inform the Principal of the concern as soon as possible. If the Principal becomes aware of a complaint of DHIB through means other than a formal complaint, the Principal shall investigate in accordance with this section:

Prior to the investigation of a complaint of DHIB, the Principal will take steps to ensure the safety of the alleged victim referenced in reported DHIB incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of DHIB or retaliation.

Once a report of DHIB has been received by the school, the following groups will be notified as needed by the Principal so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

- Parents and guardians: Rocketship will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of DHIB behavior about the nature of the incident and the procedures and steps in place for responding to it. The school Principal will determine if parents

or guardians should be informed prior to or after the investigation of an incident.

- Law enforcement agencies: If Rocketship determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the Principal may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

Rocketship will notify these groups of incidents of DHIB only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. Rocketship will make every effort to protect the confidentiality of those who report bullying incidents.

The school Principal is responsible for investigating reports of DHIB. An investigation of an incident will be initiated no more than one day after the Principal receives a report of DHIB and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the Principal will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The school Principal will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of DHIB are prohibited. Written records of the investigation process should be maintained. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of DHIB, the Principal will seek to ensure that the reported incident is one of victimization, a sign of DHIB, rather than of conflict. Thus when investigating a reported incident the Principal will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of DHIB.

The Principal is charged with making determinations as to whether a reported incident constitutes a case of DHIB. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Principal determines that an incident of DHIB has occurred, they should take response steps to prevent the recurrence of an incident and restore the safety of a victim.

If the Principal determines that additional support is needed to conduct a thorough and equitable investigation, he/she may contact Rocketship's Legal team.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Principal or designee also may file a complaint with the Internet site or service to have the material removed.

Rocketship prohibits retaliation against anyone who makes a complaint.

VI. Discipline

Any student who engages in DHIB on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline,

which may include suspension or expulsion, in accordance with school policies and regulations.

VII. Notifications

The policy shall be publicized, including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board and the general public. The information shall be translated pursuant to Education Code § 48985. This policy shall be posted in all schools and offices, including staff lounges and pupil meeting rooms. (Education Code §§ 234.1(c) and (d))

VIII. DHIB Prevention

To the extent possible, school strategies shall focus on prevention of DHIB by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to DHIB, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of DHIB.

The school may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

SECLUSION AND RESTRAINT POLICY

Rocketship is dedicated to using the Positive Behavior Intervention and Supports framework to proactively teach and reinforce positive behaviors. Additionally, Rocketship has Student Discipline and Suspension and Expulsion policies to address a spectrum of behavioral infractions. However, Rocketship recognizes the possibility that emergency situations may arise where it becomes necessary for staff to use a seclusion or restraint to protect the safety of students. This policy addresses definitions of seclusion and restraint; requirements that staff must meet when using seclusion and restraint; recordkeeping requirements; and guidelines for staff to consider when using seclusion or restraint.

I. Definitions

“Seclusion” is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The following are *not* considered “seclusion” for the purposes of this policy:

- *Time-out from reinforcement as a form of strategic behavior modification.* Staff members may limit a student’s access to reinforcement in an effort to extinguish an inappropriate behavior. When this is a part of an approved behavior modification program, the student is monitored in a non-locked setting, and as long as the student is not physically prevented from leaving the alternative space, this is not considered seclusion.
- *Students voluntarily accessing a separate space as to facilitate de-escalation or problem-solving.* Again, as long as students are monitored and not being physically prevented from leaving, this is not considered “seclusion.”

“Restraint” is defined personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The following are *not* considered “restraint” for the purposes of this policy

- *Physical escort.* Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location
- *Behavioral interventions as a means of calming or comforting.* For example, proximity control, verbal soothing, or sensory inputs (such as a “squeeze”) might be used as a component of an approved behavior modification program and are not considered “restraint.”

“Emergency circumstance” is defined as a circumstance that meets both of the following criteria:

- Intervention is necessary to protect the student or another person from imminent, serious physical harm; and
- Other less intrusive, non-physical interventions have failed or have been determined inappropriate.

II. Requirements for Use of Seclusion and Restraint

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

In accordance with state law, Rocketship personnel may not use or authorize any seclusion or restraint intervention that does any of the following:

- Is designed to, or likely to, cause physical pain, including electric shock;
- Involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student;
- Denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- Is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- Employs a device, material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- Is a locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- Precludes adequate supervision of the student;
- Deprives the student of one or more of his/her senses.

A space used for seclusion shall, at a minimum, be free of objects and fixtures with which a student could self-inflict bodily harm, shall provide school personnel an adequate view of the student from an adjacent area, and shall provide adequate lighting and ventilation. If the room does not include a window that allows school personnel to see the student at all times, then a staff member must remain in

the seclusion area with the student.

The use of physical restraint shall include a degree of force and duration that do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others. Physical restraint should not be used if there are any medical contraindications to its use.

If school staff are unable to resolve the matter with the use of seclusion or restraint in accordance with this Policy, the student shall be allowed to remain in place until local law enforcement officers can be summoned to relocate the student or take the student into custody.

III. Recordkeeping

Rocketship shall maintain written incident reports for each incident involving a restraint or seclusion. The reports shall be placed in the student's permanent file and maintained as part of his/her education record. Rocketship will promptly contact a student's parent/guardian if a seclusion or restraint is used on that student during the school day and will provide the parent/guardian with a copy of the incident report within one school day.

A Behavior Emergency Report Form must also be completed following the use of a physical restraint with a child with a disability. This form must be provided to the student's parent/guardian within one school day and a copy must be filed in the student's special education records.

The incident report and, when relevant, Behavior Emergency Report form will include the following information:

- Location of the incident leading to restraint/seclusion
- A description of the incident, including the names of any persons involved and details of any injuries sustained as a result of the incident
- Time and duration of restraint/seclusion
- Staff members involved
- Interventions attempted prior to restraint/seclusion
- Whether the student is currently engaged in any systematic behavioral intervention plan
- Description of attempts to de-escalate prior to restraint/seclusion
- Description of the student's behavior that promoted the need for restraint/seclusion
- Description of any injuries sustained by the student or staff during the restraint/seclusion

Rocketship will retain all reports prepared under this policy and will track the number of incidents of seclusion and restraint used during the school year, including the total number of students with disabilities who were involved in the incidents.

IV. Training

All School Leaders and ISE personnel are trained in the Nonviolent Crisis Intervention program annually. Previously-certified staff members participate in a shorter "refresher" course annually. The Nonviolent Crisis Intervention program is the worldwide standard in crisis prevention and intervention, and the program is aligned with each of the aforementioned guiding principles for the use of restraint and seclusion.

V. Guiding Principles

In addition to following the requirements and procedures for using a seclusion or restraint outlined in Sections I-IV of this policy, Rocketship staff will abide by the following 15 principles from the U.S. Department of Education to guide the use of seclusion and restraint at all Rocketship schools.

- Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.
- Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a chemical, drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional).
- Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. (See Sections I-II above.)
- Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.
- Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.
- Restraint or seclusion should never be used as punishment or discipline (i.e. placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.
- Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child.
- The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.
- Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.
- Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.
- Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. (See Section III above.)
- Parents should be informed of the policies on restraint and seclusion at their child's school or

other educational setting, as well as applicable Federal, State, or local laws.

- Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child. (See Section III above.)
- Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.
- Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles. (See Section V above.)

VI. Students Receiving Special Education Services

Different states have different laws that govern the use of seclusion and restraint on students receiving special education services. The legal requirements for each state in which Rocketship schools are located are addressed in turn below. *Each school is required to follow the law for the state in which it is located.*

California

Under EC § 56521.1, if a behavioral intervention report is written for a student with special needs who does not have a behavioral intervention plan, the designated administrator responsible for the student's IEP must, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a behavioral emergency report is written for a student with special needs who has a positive behavioral intervention plan, the IEP team will review the incident if it involves a previously unseen serious behavior problem or if a previously designated intervention is ineffective. The IEP team will determine whether the incident constitutes a need to modify the positive behavioral intervention plan. D.C. For students with disabilities, restraint and seclusion may be used only when it is included in the student's IEP, Section 504 Plan, and/or Behavior Intervention Plan. The restraint must be used to address specific behaviors under defined circumstances and must be implemented by appropriate staff.

Tennessee

Physical Holding Restraints Not Prohibited

Under T.C.A. § 49-10-1305(e)(3), the use of a physical holding restraint on a student receiving special education services is *not* prohibited in the following circumstances:

- The brief holding by an adult in order to calm or comfort;
- The minimum contact necessary to physically escort a student from one area to another;
- Assisting a student in completing a task or response if the student does not resist, or if resistance is minimal in intensity or duration; or
- Holding a student for a brief time in order to prevent any impulsive behavior that threatens the student's immediate safety.

In any of the above circumstances, Rocketship is not legally required to notify the student's

parent/guardian.

Isolation Room Guidelines

Under T.C.A. § 49-10-1305(g), any space used as an isolation room for a student receiving special education services must meet the following conditions:

- Unlocked and incapable of being locked;
- Free of any condition that could be a danger to the student;
- Well-ventilated and temperature controlled;
- Sufficiently lighted;
- Where school personnel are in continuous direct visual contact with the student at all times;
- At least 40 square feet; and
- In compliance with all applicable state and local fire, health, and safety codes.

IEP

Under T.C.A. § 49-10-1304(d), individualized education programs (IEPs) that provide for the use of isolation or restraint in emergency situations shall also contain a data driven functional behavioral assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals.

If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time, then an IEP meeting shall be convened within 10 days following the use of the isolation or restraint. If the behavior precipitating the action also warrants a change of placement, the child will have all rights provided under applicable federal and state law.

Wisconsin

Under Wis State. § 118.305(5), the first time that seclusion or physical restraint is used on a student with a disability, the student's IEP team must convene as soon as possible after the incident. The IEP team must review the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern. The IEP should be revised if necessary.

SUSPENSION AND EXPULSION POLICY

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

If a situation does arise where a Principal feels that the student should be suspended and/or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations and after review of Education Code Section 48900 *et seq.*, which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language of the Rocketship policy closely mirrors the language of Education Code Section 48900 *et seq.* It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities. This policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

A student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Rocketship will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Note that no student shall be involuntarily removed by a Rocketship school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and the right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsions as enumerated below.

Grounds for Suspension and Expulsion

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action

for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Discretionary Suspension or Expellable Offenses

A student may be suspended or expelled for any of the following acts when it is determined that the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or blade unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
11. 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. Students in grades K-3 may not be suspended for disruption or willful defiance. No student in grades K-5 may be expelled for willful defiance.
12. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
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. 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.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. 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.

17. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.
18. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.
21. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
 - A) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- B) “Electronics Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- C) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Non-Discretionary Suspension and Expellable Offenses

In California, in accordance with Education Code Section 48900, a student must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

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

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

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

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

Suspension Procedures

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

Suspensions at Rocketship will adhere to the following procedures:

Conference. When feasible, suspension may be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference due to an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

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

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

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

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

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

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

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

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

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

Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

The full authority of the Rocketship governing Board of Directors (“the Board”) to hear and conduct expulsions shall be granted to the neutral and impartial Academic Affairs Committee, a committee of the Board. The neutral and impartial Academic Affairs Committee shall consist of three board members. A student may be expelled either by the Academic Affairs Committee following a hearing before it or upon the recommendation of a neutral and impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel be employed by the staff of the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

Expulsion Procedures

Hearing: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 20 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

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

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- The written notice shall be in the native language of the pupil or the pupil's parent or guardian, and shall inform him or her of the right to initiate the procedures specified above, before the effective date of the involuntary removal.

- The student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspension.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 calendar days of receipt of the appeal. The student shall have no right to appeal from expulsion from Rocketship as the decision by the Academic Affairs Committee after recommendation by an administrative panel or by the Board of Directors after the Academic Affairs Committee hearing decision to expel shall be final.

Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSED's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSED's capacity at the time the student seeks admission.

Notice to Teachers

Rocketship shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

The conduct will be considered a manifestation of the child's disability if it is determined that (a) the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (b) the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

CAMPUS ACCESS AND VISITOR POLICY

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the front entrance; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus.

I. Front Entrance

At all times during the school day, the front office to each Rocketship campus will be supervised by a Rocketship staff member.

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 Rocketship staff members should NOT be asked to cover the front desk.

II. Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program..

III. Visitor Registration and Passes/Badges

- All visitors (including Rocketship Education regional and national staff members) are required to register with the front office immediately upon entering any school building or grounds during school hours.
- 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 substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering in the front office, visitors who are not Rocketship employees will be issued a Visitor's Pass that they must display at all times while on campus. Rocketship 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/her badge, he/she will need to obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- Any visitor may be asked to provide personal identification at any time.
- The Principal or designee may withdraw consent for an individual 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 or designee 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.

IV. Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment 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.

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.

V. Barring Individuals From Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to bar a disruptive individual, but they must follow Rocketship's internal protocol and comply with all applicable state laws. Principals may not bar an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department.

It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

VI. Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters a campus without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

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 statutorily prescribed period..

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

HEAD LICE POLICY

Head lice are parasitic insects that are found on the head, eyebrows, and eyelashes of affected people. Head lice are spread through direct contact with the hair of an infected person and are often spread in elementary schools. This policy was created to minimize the potential for head lice outbreaks at Rocketship schools. The policy addresses examination protocols; notices to families; and the process for a student who has been infested to return to school.

I. Examination

If student is suspected of having head lice (i.e. constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household.

II. Sending a Student Home

If a student is positive for live head lice, the student is to be promptly sent home with information to the parents regarding treatment and control measures. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

III. Exposure Notice

If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

IV. Returning to School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school

nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of lice or nits, the student may return to school.

MEDICATION ADMINISTRATION POLICY

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with California laws and regulations. This policy addresses required documentation of student medication needs; staff administration of medication; student self-administration of medication; the use of epinephrine and asthma inhalers; emergency situations; and documentation and training requirements.

I. Medication Authorization Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form. In accordance with EC § 49423 and 5 C.C.R. § 601(a), the Medication Authorization Form must include:

- Student's name and date of birth;
- Name of the medication to be administered and the reason for administration;
- Amount or dose of the medication;
- Method of administration;
- The time the medication is to be administered at school;
- Possible side effects;
- For medication prescribed on an as-needed basis, the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation;
- For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement;
- Name, address, telephone number, and signature of the California authorized health care provider.

The student's parent/guardian must also provide Rocketship with a written statement indicating their desire that the school assist the student with medication administration as set forth in the Medication Authorization Form.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

II. Staff Administration of Medication

Pursuant to 5 C.C.R. § 604, medication may be administered to students by Rocketship personnel designated by the Principal who are legally able and has consented to administer or assist in administering medication to students..

Parents/guardians may come to Rocketship to administer medication to their child if the parent/guardian signs an agreement identifying who will administer the medication, stating the conditions under which the medication will be administered, and releasing Rocketship from the responsibility of administering the medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Self-Administration of Medication

Under Ed Code § 49423.6 and 5 C.C.R. § 605, Rocketship may allow a student to carry and self-administer medication in accordance with this policy. This includes prescription inhaled asthma medication and auto-injectable epinephrine, which are each further described below in this policy. Any self-administration of medication must be done in accordance with the Medication Authorization Form as described above.

Prior to allowing self-administration, Rocketship personnel must observe the student self-administering the medication and determine that the student is capable to adhere to standard precautions and appropriate handling of the medication.

IV. Storage of Medication

In accordance with Ed Code § 49423, Rocketship may receive medication from a student's parent/guardian to store for use in accordance with a valid Medication Authorization Form. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

All medications must be in original manufacturer packaging. The labeling must be consistent with the written statement from the authorized health care provider in the Medication Authorization Form.

Rocketship will return any unused, discontinued, or outdated medication to a student's parent/guardian as soon as possible after the course of treatment is completed or the medication reaches its expiration. Any medication that cannot be returned to the student's parent/guardian will be disposed of at the end of the school year in accordance with all applicable laws.

V. Documentation Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Authorization Forms, including the emergency contact information for each student. Students who are allowed to carry and self-administer medication will be specified in this list. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication. Rocketship will also maintain accurate records of all incidents where medication was administered to a student at school. The log will include at least the name of the student; the name of the medication; the medication dose and route; and the time the medication was administered.

If a material or significant deviation from the authorized health care provider's written statement is discovered by Rocketship, notification of the deviation shall be given as quickly as possible to the Director of Schools, the student's parent/guardian, and the student's authorized health care provider.

VI. Emergency Situations

Designated Rocketship personnel will possess valid, up-to-date certifications in first aid and CPR. First aid will be administered whenever possible by trained staff members,

Rocketship personnel who provide life-sustaining emergency medication must receive documented training and maintain current certification in CPR from a recognized source (i.e. American Red Cross or American Heart Association).

School employees with proper training and certification are expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Epinephrine Auto-Injectors

Pursuant to Ed Code § 49414, Rocketship schools in California will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the school does not have a nurse, a volunteer trained in accordance with this policy, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available. The training provided to school personnel shall be in compliance with the requirements of Ed Code § 49414 and any regulations promulgated thereunder.

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

VIII. Asthma Inhalers

Pursuant to Ed Code § 49423.1, students who are required to take, during the regular school day, inhaled asthma medication may be permitted to carry and self-administer the inhaled asthma medication or otherwise be assisted by designated school personnel, provided that Rocketship receives the appropriate written documentation, specified below:

- In order for a student to be assisted by a school nurse or other designated school personnel, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, and the time schedules by which the medication is to be taken AND (2) a written statement from the parent/guardian requesting that Rocketship assist the student with the medication.
- In order for a student to carry and self-administer prescription inhaled asthma medication, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, the time schedules by which the medication is to be taken, and confirming that the student is able to self-administer inhaled asthma medication AND (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing Rocketship Education and school personnel from civil liability if the self-administering student suffers an adverse reaction by taking the medication pursuant to this policy.

These written statements must be provided at least annually, and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.



Employee Sexual Harassment Policy

All Regions

Rocketship Public Schools ("Rocketship") is committed to maintaining a working environment that is free from harassment. Rocketship prohibits sexual harassment of Rocketship employees by anyone, in any manner, and shall not tolerate retaliatory behavior or action against a Rocketship employee or other person who complains, testifies, assist or otherwise participates in the complaint process established pursuant to this policy. For the purposes of this policy, Rocketship employees shall include applicants for employment at Rocketship. This policy was written in accordance with California Board Policy and Administrative Regulation 4119.11.

I. Definition

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender in the work or educational setting when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment.
- Submission to or rejection of the conduct by an individual is used as the basis for employment decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment, or adversely affecting the individual's evaluation, advancement, assigned duties, or any other condition of education, employment, or career development.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available or through Rocketship.

Examples of conduct that is prohibited and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way

- Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion

II. Reporting Process and Complaint Investigation and Resolutions

Any employee who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her manager or Rocketship's Director of Human Resources. Within one school day of receiving such a report, the manager shall forward the report to the Director of Human Resources. In addition, any employee who observes an incident of sexual harassment involving an employee shall, within one school day, report his/her observation to the Director of Human Resources. The employee shall take these actions, whether or not the alleged victim files a complaint. In any case of sexual harassment involving the Director of Human Resources or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to Rocketship's Chief Executive Officer or designee.

When a report of sexual harassment is submitted, the Director of Human Resources shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Rocketship's uniform complaint procedures.

III. Investigation of Complaints at School Site Level

The Director of Human Resources or designee shall promptly (within 24 hours) investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

- The employee who is complaining
- The person accused of harassment
- Anyone who saw the harassment take place
- Anyone mentioned as having related information

The employee who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

The Director of Human Resources shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the Director of Human Resources also may discuss the complaint with the following persons:

- The Superintendent or designee
- An employee whose knowledge of the parties involved may help in determining who is telling the truth
- Rocketship legal counsel

When the employee who complained and the alleged harasser so agree, the Director of Human Resources may arrange for them to resolve the complaint informally with the help of a counselor,

teacher, administrator or trained mediator. The employee who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

In reaching a decision about the complaint, the Director of Human Resources may take into account:

- Statements made by the persons identified above
- The details and consistency of each person's account
- Evidence of how the complaining student reacted to the incident
- Evidence of past instances of harassment by the alleged harasser
- Evidence of past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Director of Human Resources may take into consideration:

- How the misconduct affected one or more employees' work
- The type, frequency and duration of the misconduct
- The number of persons involved
- The age and sex of the person accused of harassment
- The subject(s) of harassment
- The place and situation where the incident occurred
- Other incidents in the workplace, including incidents of harassment that were not related to gender.

The Director of Human Resources shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

IV. Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

However, when a complainant or victim of sexual harassment notifies Rocketship of the harassment but requests confidentiality, the Director of Human Resources shall inform him/her that the request may limit Rocketship's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, Rocketship will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies Rocketship of the harassment but requests that Rocketship not pursue an investigation, Rocketship will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

V. Response Pending Investigation

When an incident of sexual harassment is reported, the Director of Human Resources shall determine whether interim measures are necessary pending the results of the investigation. The Director of Human

Resources shall take immediate measures necessary to stop the harassment and protect employees and/or ensure their access to a safe working environment. Rocketship should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to adjust workplace arrangements as appropriate. Rocketship should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when an employee chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

VI. Notifications

A copy of Rocketship's sexual harassment policy shall:

- Be displayed in a prominent location in the main administrative building or other area of the school
- Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the school year, or whenever a new employee is hired
- Appear in any Rocketship publication that sets forth the school's comprehensive rules, regulations, procedures, and standards of conduct

VII. Disciplinary Actions

Any Rocketship employee who permits, engages or participates in sexual harassment or sexual violence of another Rocketship employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted sexual harassment if he/she observes such harassment and fails to report to the appropriate authorities, whether or not the victim makes a complaint.

VIII. Prevention

The Director of Human Resources shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

- Providing periodic training to all staff regarding Rocketship's sexual harassment policy, particularly the procedures for registering complaints.
- Publicizing and disseminating Rocketship's sexual harassment policy
- Ensuring prompt, thorough investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary
- Taking timely and appropriate corrective/remedial actions after completion of investigation.

IX. Record Keeping

The Director of Human Resources or designee shall maintain a record of all reported cases of sexual harassment to enable Rocketship to monitor, address, and prevent repetitive harassing behavior in the schools.

This policy is adopted by the Board of Directors of Rocketship Education, Inc.

Date: 11/16/17

Signed 
Frederick Ferrer, Board President
Rocketship Education



IMMUNIZATION POLICY

California

To promote the health and well-being of all students, and to comply with California laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

I. Immunization Requirements

No student shall be admitted to a Rocketship school unless the school has certification of immunization for that student, or unless the student is exempted pursuant to this policy.

Under CA Health and Safety Code §120325 and 17 C.C.R. § 6020, the California Department of Health requires that all students receive the following immunizations:

- Polio
- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT)
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B
- Varicella (chicken pox)

Vaccinations must be administered according to the schedules and doses required by Department of Health guidelines.

II. Conditional Admission

In accordance with 17 C.C.R. § 6035, a student who lacks documentation of having received all required vaccine doses may be admitted conditionally if he/she has commenced receiving doses, is not currently due for any doses at the time of admission, and the parent/guardian is notified of the date by which the student must complete all the required immunizations. A student may also be granted conditional admission if he/she has obtained a temporary medical exemption in accordance with 17 C.C.R. § 6050 and the parent/guardian is notified of the date by which the student must complete all the required immunizations once the temporary medical exemption terminates.

III. Certification

As required by 17 C.C.R. § 6065, the physician or agency performing the immunization must provide the student's parent/guardian with a written record containing the following information:

- Name of the student;
- Birthdate;
- Type of vaccine administered;
- Month, day, and year of each immunization;
- Name of the physician or agency administering the vaccine.

When such a written record is not available, the parent/guardian will be referred to a physician or nurse for review of the student's immunization history and provision of immunizations as needed. The student will not be admitted until satisfactory proof can be shown.

Rocketship will record each student's immunizations on the California School Immunization Record, which will become part of the mandatory student record as defined in 5 C.C.R. § 430.

For students transferring between school campuses in California or from a school in another state to a school in California, if the mandatory permanent student record has not been received at the time of entry to the new school, Rocketship may admit the student for up to 30 days in accordance with 17 C.C.R. § 6070(e). If the mandatory record is not received at the end of the 30-day period, Rocketship will require the parent/guardian to present a written immunization record as described in this policy. If the record is not presented, the student will be excluded from further attendance until he/she comes into compliance with the immunization requirements.

IV. Exemptions

Medical Exemption

Pursuant to Health and Safety Code § 120370(a), students will be exempt from the immunization requirements if the parent/guardian files a written statement by a licensed physician stating that the child's physical condition renders immunization unsafe. The statement will indicate the specific nature and probable duration of the medical condition or circumstances for which the physician does not recommend immunization.

Under Health and Safety Code § 120370(b), Rocketship may temporarily exclude a student from school if there is good cause to believe that the child has been exposed to a disease for which he/she has no proof of immunization until a local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

Personal Belief Exemption

Pursuant to SB 277, Rocketship will no longer accept exemptions related to personal beliefs against immunization. Students who have a letter or affidavit on file as of January 1, 2016, stating beliefs against immunization, will be allowed to remain enrolled until the student enrolls in the next grade span. For the purposes of this policy, "grade spans" are as follows: (1) birth to preschool; (2) kindergarten and grades 1-6, inclusive, including TK; (3) grades 7-12, inclusive.

ROCKETSHIP PUBLIC SCHOOLS

Rocketship Los Suenos

Summary of Major Changes in Renewal Petition

Submitted to the Santa Clara County Office of Education
January 2020

INTRODUCTION

On April 15, 2015, the Santa Clara County Board of Education renewed the charter for Rocketship Los Suenos Academy for a five year term ending in July 2020.

Over the past five years, as a response to outstanding student achievement in our schools and increasingly high demand from families in our communities, the Rocketship network has continued to grow. Today, Rocketship Public Schools (“Rocketship”) is a national network of charter schools that includes thirteen campuses in the Bay Area; two campuses in Nashville, TN; two campuses in Milwaukee, WI; and two campuses in our Washington, D.C.

Rocketship has been, and continues to be, committed to finding ways to maximize student achievement and capitalize on efficiencies across our network as we pursue our vision of rethinking elementary school from the ground up. Naturally, some components of our educational, operational, and financial programming have undergone revisions since RLS’ charter was renewed in 2015. We have made adjustments to our model in response to changes in legal landscapes, advances in technology, shifts in statewide and national educational standards, and the growth of our network in the Bay Area and across the country.

The following memo outlines the major changes in our renewal petition as compared to the renewal petition that was submitted in 2015.

SUMMARY OF CHANGES IN LAW

Pursuant to 5 C.C.R. 119665, this memo also highlights how Rocketship has met all new charter school requirements that have been enacted into law since RLS’s charter was last renewed in 2015. Such changes include (but are not limited to) the following:

- **Legal standard for renewal:** We demonstrate our compliance with the legal standard for renewal set forth in Education Code 47607(b)(4) through data that demonstrates how “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.” At the time of our previous renewal in 2015, we satisfied the legal criteria in EC 47607(b)(1-3) through our API data, including our decile rankings as well as comparisons to demographically comparable schools. This change in data is due to the suspension of API during the term of this renewal charter.
- **Admissions:**
 - Pursuant to AB 1360, our petition includes revisions to admissions process and preferences, including: assurances that the Charter School will not mandate parent volunteer hours.
 - Pursuant to SB 75, our petition now includes the new requirements under EC 47605(d)(4) to more explicitly prohibit a charter school from discouraging enrollment or encouraging disenrollment of any pupil for any reason, and specifically for reasons based on academic performance, the pupil’s nationality, race, ethnicity, or sexual orientation, or because the pupil is disabled, academically low-achieving, an English learner, neglected or delinquent, homeless, economically

disadvantaged, or a foster youth. Pursuant to EC (d)(4)(B), our petition also reflects the requirement that a charter school is prohibited from requesting a pupil's record or requiring a parent to provide a pupil's records prior to enrollment in the charter school.

- **Suspension and expulsion procedures:** Pursuant to AB 1360, our petition now provides further description of how the Charter School will comply with all federal and state due process requirements. Additionally, pursuant to AB1747, our suspension and expulsion policy now includes the provision for mandatory suspension/recommendation for expulsion as set forth in EC 48915. And in accordance with SB 419, our suspension and expulsion policy now removes "willful defiance" as a grounds for suspension or expulsion for any student grades K-5.
- **Annual goals:** Pursuant to EC47605.6(b)(5)(A)(ii), our petition now contains a reasonably comprehensive description of annual goals for all pupils and for each subgroup of pupils in each of the state priority areas specified in Education Code section 52060 subdivision (d)(2)-(8) for each grade level served by the charter school, instead of only requiring charter schools to address priorities "that apply for... the nature of the program operated by the charter school."
- **School Safety Plan:** Our petition now includes our School Safety Plan, included as part of our Health and Safety appendix, pursuant to AB 1747 and EC 47605.6(b)(5)(f).
- Pursuant to AB 2291, our petition now includes a description of how we will comply with the bullying prevention and training requirements of EC 234.4 and EC 32283.5.
- **Brown Act:** Our petition now includes a description of how our Board of Directors will comply with EC 47604.1 regarding meeting locations. Our petition has also been updated to clarify that all of our Board subcommittees will also comply with the Brown Act.
- **Free and reduced priced meals:** Our petition has been updated to provide assurances that we will provide all students who meet the federal eligibility criteria for Free and Reduced Price meals with at least one nutritionally adequate meal per day as defined in EC 49553.

FORMATTING/STRUCTURAL CHANGES

The most immediately obvious change in our renewal petition is the structure and format. In an effort to more closely track California Education Code 47605.6(b), we have organized our petition into sixteen different sections, titled Elements A-P, which are presented in the order in which they appear in the Code.

INTRODUCTION

The introduction to the 2015 renewal petition included a brief history of Rocketship, some highlights of our educational model, bios of our founding team and board members, and achievement data from all existing Rocketship schools and surrounding district and State schools. We note that in 2017, we filed a "doing business as" registration and our network is now Rocketship Education, doing business as Rocketship Public Schools.

The introduction to our 2020 renewal petition leads with the current legal criteria for charter renewals in California and a presentation of RLS's student achievement and growth data that demonstrates how we meet these criteria. Our 2020 renewal petition still includes a brief history of Rocketship, updated to describe the expansion that has occurred since 2015. We have moved all descriptions of our educational model into Element A, further described below, in an effort to make the petition more readable and aligned to the structure of EC 47605.6(b). The description of

Rocketship's current board members and leadership team now appear in our section on governance (Element D). Our Introduction now focuses on the Charter School, rather than the Rocketship network, to give our authorizer the chance to become familiar with the school's culture and community involvement.

ELEMENT A: EDUCATIONAL MODEL

Mission and Vision Statements

Our mission and vision statements remain the same.

Target Population

Our target school population remains virtually unchanged. We continue to serve students who are or may be at risk of achieving below basic proficiency on state exams. Most of our students are still Socioeconomically Disadvantaged. We have updated this section to include data on demographic breakdowns at RLS over the past five years. We have also updated this section to include RLS's enrollment figures over the past five years.

Educational Philosophy

As described in our 2015 renewal petition, we continue to believe that an educated person in the 21st century should possess a variety of academic and critical life skills that will enable him/her to develop into a self-motivated, competent, lifelong learner. In our 2020 renewal petition, we have organized these skills into a slightly more condensed paragraph form rather than a long bulleted list, and we have elected to provide more details on such skills in subsections B-I of our revised petition. Nonetheless, our core beliefs remain the same.

We have also updated this section to include our three foundational pillars of excellence, which we believe are critical to enabling our students to become meaningful participants in the world around them. These pillars were developed over the past two years in an attempt to codify our beliefs as we continue to expand our network.

In our 2020 renewal petition, we have also changed the format of our description of how we believe learning best occurs. All of our beliefs now correspond to a subsection contained within Element A, which we "preview" all of these beliefs as a bulleted list.

- Standards-aligned curriculum (Reading/ELA, Mathematics, Science and Social Studies, Arts and Enrichment)
- Social Emotional Development
- Personalized Instruction
- Calendar and Instructional Minutes
- Data-Driven Instruction Professional Development and Talent Management

In contrast, our 2015 renewal petition laid out our beliefs as lengthier descriptions of various components of our educational model. The notes below describe the alignment between the information in the 2015 renewal vs. the 2020 renewal petitions and any relevant changes.

- *Learning best occurs when there is a school wide expectation of high achievement:* We continue to embrace this belief. Our revised expectations and goals for achievement can be found in

our descriptions of goals and measurable outcomes in State Priorities 2, 4, and 8, described in Elements B & C.

- *Learning best occurs when teachers are subject matter specialists:* We continue to have our teachers specialize in core content areas.
- *Learning best occurs when teachers are highly motivated:* We continue to believe that teachers need a career path that recognizes and rewards their success with more responsibility and greater compensation.
- *Learning best occurs in a culture of caring:* We continue to believe that teacher specialization will allow for us to care for our students more effectively and help teachers detect academic and emotional problems earlier and more efficiently.
- *Learning best occurs when the curriculum is individualized:* We continue to use the Response to Intervention framework, including its tiered support. We also continue to use the Learning Lab as a space to target individualized interventions. We have, however, evolved our personalized instruction model to ensure that we are meeting the unique needs of all students in real-time. This includes the use of more sophisticated and adaptable online learning technology for all students in the Learning Lab and classrooms.
- *Learning best occurs when students have extra time to practice:* We continue to maintain a computer space within the Learning Lab for students to engage in customized, targeted practice. As described above, many of the programs that students utilize in the Learning Lab space have evolved, as would be expected in the era of rapid advanced in education technology.
- *Learning best occurs in a well-run school.* Rocketship Public Schools continues to provide a variety of centralized services to each of our campuses. We have continued to expand and evolve these services to accommodate a growing number of schools and to incorporate efficiencies that we learn along the way.

Standards-Aligned Curriculum

Our 2020 renewal petition contains a description of the general evolution of our instructional model, largely in response to the State's adoption of the CA Common Core State Standards (CCSS). Rocketship has always strived to align our instruction with state standards, but we have made some improvements to our model to ensure that we respond quickly and effectively to the increased rigor of the new CA CCSS. One significant improvement we have made is the creation of a centralized Achievement Team that is tasked with developing an intellectual preparation process for teachers to plan and execute the CA CCSS in their instruction.

ELA/Literacy

In our 2020 renewal petition, we begin with a description of how we have developed our instruction to align with the various strands contained in the CA CCSS for ELA/Literacy. The components of our literacy instruction remain largely the same, but we have organized the descriptions in a slightly different way. Our 2015 renewal petition states that we split our literacy blocks into whole-group instruction, small-group guided reading instruction, and writing, with some additional focus on phonics, phonemic awareness, and reading comprehension, depending on the grade level. In our renewal petition, we explicitly break down our literacy instruction into four concrete components: the building blocks of literacy (i.e. phonics, phonemic awareness), reading comprehension skills, guided reading, and writing. These revisions were primarily to paint a clearer picture of the instruction that occurs during our literacy block.

We have had some changes to the curricula and assessments that we use for ELA/Literacy. Open Court is now one of several curricular resources that we use during our Literacy block (rather than the exclusive curriculum). Our Achievement Team compiles and creates additional curriculum resources for teachers to teach the CA CCSS.

Mathematics

In our 2020 renewal petition, we begin with a description of how we have developed our instruction to align with the practice and content standards of the CA CCSS for Mathematics. We have also fleshed out our description of the components of our mathematics instruction to paint a clearer picture of the types of instruction that occurs in our classrooms; for example, the use of “activator” lessons, different mathematical strategies for comprehension and computation, and processing activities.

Integrated Content Instruction

Our 2015 renewal petition describes our use of the Understanding by Design (UbD) approach through which we built thematic units integrated with state standards across content areas. We remain committed to integrating our content instruction as a way for students to appreciate the overlap among various topics and develop a more robust and authentic understanding of the world around them. However, we no longer tie ourselves to the UbD approach. Instead, our renewal petition describes how we integrate content instruction through the explicit teaching of skills, general content exposure, explicit vocabulary instruction, and projects and investigations.

Science and Social Studies

In our 2020 renewal petition, we describe how our science instruction has evolved as we implement the new Next Generation Science Standards. As described above, our science instruction is no longer centered around UbD.

We continue to embed social studies instruction into literacy. Our 2020 renewal petition provides more details on the types of content that we teach during Social Studies and how we align our instruction to state standards.

Arts and Enrichment

We continue to strive to align our arts curricula to the California Visual Performing Arts framework. The 2020 renewal petition provides more details on the specific enrichment programs offered at Rocketship, including Physical Education.

Social Emotional Learning

Our 2020 renewal petition includes updated details on our social emotional learning initiatives at Rocketship, particularly through the use of the RULER and Kimochi’s curricula. We have worked

to evolve our social emotional programming over the past few years in an effort to further our students' critical life skills.

Personalized Instruction

Our 2020 renewal petition includes a more detailed section on Rocketship's personalized instruction approach. This section also describes some of the current online technologies that we use today in response to major developments in education technology over the past five years. Although we have always had a Learning Lab in our school, our 2020 renewal petition provides more illustration of the learning that occurs in this space.

Calendar and Instructional Minutes

We continue to offer extended school hours; a calendar that will match or exceed the number of instructional days required under state law; and the number of instructional minutes required under state law. Our 2020 renewal petition includes an updated our chart of instructional minutes to show a more detailed breakdown. Our school day also now includes slightly more instructional minutes. The 2020 renewal petition also includes the current RLS bell schedule rather than generic Rocketship sample. This renewal petition also includes more details on our rotational model.

Data-Driven Instruction

Our instructional program continues to be profoundly data-driven. We continue to evolve with online tracking tools like Schoolzilla and Illuminate in response to advances in technology. We also continue to use data to track and monitor student progress and identify those at risk of achieving below grade level. Our renewal petition provides more details on additional data analysis initiatives and tools that we have implemented.

Response to Intervention

We continue to use Response to Intervention (RtI) as an instructional and intervention model designed to identify and support students at risk of achieving below grade level. Our 2020 renewal petition is restructured to clarify the seven components of this RtI model, but the components themselves remain the same. Our 2020 renewal petition also identifies some of the current evidence-based interventions that we use through RtI, which were not in use at the time of submission of the 2015 renewal petition, such as SIPPS, HELPS fluency routines, Sound Partner and CICO.

Academically High-Achieving Students

Our 2020 renewal petition includes an entire subsection dedicated to providing more details on how we serve academically high-achieving students as a "special population." Our model does not include a gifted/talented program, but we systematically identify and monitor high-achieving students and serve them through differentiated and focused instruction as well as daily enrichment in school and at home.

Integrated Special Education

We have changed the format of this section of our petition to make it clearer and more readable. However, the basic structure of our special education program remains similar. Our 2020 renewal petition includes more details on components of the special education eligibility determination, such as the student huddle process, the Student Study Team, and the tiered academic interventions. Our 2020 renewal petition also includes more details on the Section 504 process. Additionally, our 2020 renewal petition provides a more comprehensive description of the special education services that we offer to our students, including our system for contracting with outside providers.

English Learners

Our process for identifying and assessing English learners (ELs) remains largely the same, but we have adjusted our English language instruction in response to the CA ELD standards. Our 2015 renewal petition describes a program where students are “immersed” in English. Our 2020 renewal petition clarifies that our classrooms will provide both integrated and designated instruction. Our renewal petition also provides more clarity on the type of instruction, anchored in the various components of the CA ELD standards, that students will receive. This renewal petition also clarifies some of the instructional strategies (i.e. GLAD, SDAIE) that teachers will employ.

Teacher Recruitment and Professional Development

Our 2020 renewal petition provides more details on the recruitment process. We continue to offer both summer and yearly professional development, but we have increased the number of hours from at least 150 to at least 200 annually. Also, we no longer employ the Professional Growth Plan as the sole professional development tool. Rather, Rocketship now has a centralized Talent Management team that has created a comprehensive system for performance management and evaluation. The new system includes a more objective teacher rubric and also several other performance metrics (i.e. parent engagement, exhibition of Rocketship core characteristics) that we use to evaluate teachers. Our 2020 renewal petition also includes descriptions for several new leadership opportunities that our Talent Management team has created over the past several years, such as Rising Teachers and Grade Level Leads.

ELEMENTS B-C: Annual Goals and Actions in the State Priorities; Measurable Student Outcomes (B); and Methods of Measurement (C)

The annual goals and measurable outcomes have been updated to reflect the goals identified in the school’s most recent LCAP. The methods of assessment have also been updated to reflect changes to the State assessment system as well as internal Rocketship practices.

ELEMENT D: GOVERNANCE

Our renewal petition includes more comprehensive descriptions of the centralized management services provided by Rocketship Public Schools, which include new roles dedicated to ensuring high-quality instruction and school leadership.

The primary qualifications for and responsibilities of board members remain the same. Our 2020 renewal petition provides further detail on how our board meetings comply with the Brown Act,

including our use of telephonic location options. Our 2020 renewal petition also includes more details on the responsibilities and composition of our Advisory Board, which has undergone some adjustments in response to Rocketship's expansion throughout the Bay Area and the country.

Our 2020 renewal petition also includes a subsection dedicated to describing parent participation. We have included more details on our School Site Council and ELAC. Pursuant to AB 1360, which went into effect on January 1, 2018, we have also clarified that we do not require parental involvement for acceptance to, or continued enrollment at, the Charter School and that we will affirmatively notify current and prospective parents of this.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Our renewal petition includes descriptions of the roles of Education Specialist, Individualized Learning Specialist, Paraprofessional, Business Operations Manager, Enrichment Coordinator, and support staff. Most of these roles existed at the time of our 2015 renewal submission, but we wanted to include descriptions of more of our employment positions to paint a more comprehensive picture of school operations. We also include changes to credentialing requirements with the move from NCLB to ESSA.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Several of our health and safety procedures have undergone revisions in response to changes in the relevant legal landscapes.

We have updated our policy on fingerprinting/background checks to include additional requirements for employees who are charged or convicted of crimes to remain in compliance with EC 44939.5.

We have updated our policy on the role of staff as mandated child abuse reporters to include new mandatory trainings pursuant to Assembly Bill (AB) 1432, which became effective on January 1, 2015.

We have updated our policy on drug-free workplace to address consequences for employees who have a positive drug test.

We have also updated our medication administration policy to require our schools to stock auto-injector EpiPens pursuant to EC 49414.

We have also updated our description of facilities to expand our compliance assurances.

As described above, we have also included a copy of our School Safety Plan as an appendix to this section.

ELEMENT H: ADMISSIONS REQUIREMENTS

Our admissions requirements and procedures remain the same. Pursuant to AB 1360, which went into effect in January 1, 2018, we have ensured that our petition contains a reasonably

comprehensive description of our admissions process (rather than merely our proposed admissions requirements). Furthermore, in accordance with AB 1360, we have ensured that our admissions preferences:

- are consistent with federal law, the California Constitution, and Section 200 of the Education Code, which prohibits discrimination;
- do not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, economically disadvantaged students, foster youth, and must not limit enrollment based on nationality, race, ethnicity, or sexual orientation; and do not require mandatory parental volunteer hours for continued enrollment in the Charter School, consistent with the requires of Education Code Section 49011.

As described above, we have also revised the language in this section to demonstrate our compliance with the new requirements of EC 47605.6(e)(4).

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

To more closely comply with the requirements of EC 47605.6, our renewal petition provides many more details on our suspension and expulsion procedures, including considerations for students with disabilities. We have also slightly revised our list of suspendable/expellable offenses in accordance with changes to Ed Code 48900 *et seq.* We have also ensured that, pursuant to AB 1360, our petition includes the following:

- A description of how the Charter School complies with federal and state constitutional due process requirements. This includes:
 - For suspensions of fewer than 10 days, the charter school must provide oral or written notice of the charges against the student. If the student denies the charges, the school must provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story.
 - For expulsions or suspensions of 10 days or more, the school must provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, the school must also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.
- A clear statement that no student will be involuntarily disenrolled, dismissed, or transferred by the charter school for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal.
- For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

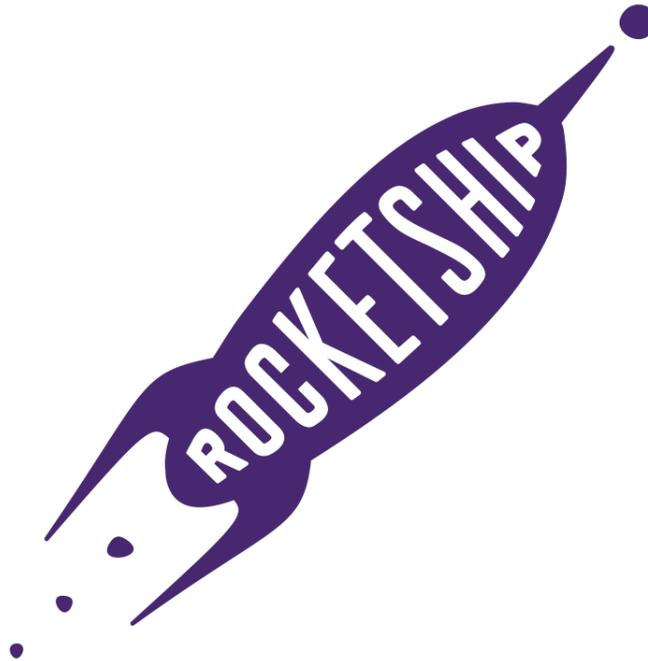
Finally, as described above, we have now adopted the mandatory suspension/recommendation for expulsion provisions of EC 48915.

BUSINESS OPERATIONS

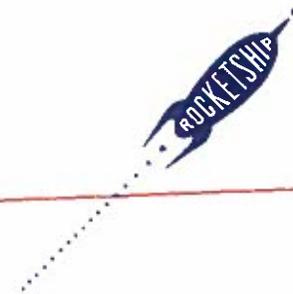
As required by Ed Code 47605.6(h), we have updated our budget and financial projections, which are included as Appendix 1.

Rocketship Education

*Rocketship Los Sueños Countywide
Charter Renewal Petition*



Submitted to Santa Clara County Office of Education
March 11th, 2015



March 11, 2015

Santa Clara County Office of Education

Board Members

Darcie Green, Board President

Anna Song, Board Vice President

Leon F. Beauchman

Michael Chang

Joseph Di Salvo

Grace H. Mah

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1290 Ridder Park Drive

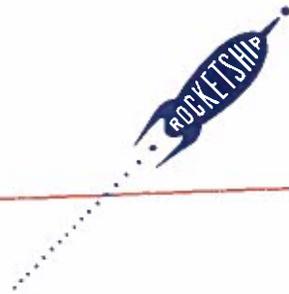
San Jose, CA 95131

Board Members –

On behalf of Rocketship Education (“Rocketship”) and the many students and families in the Rocketship Los Suenos Community, I am excited to submit the attached renewal petition to the Santa Clara County Office of Education (“SCCOE”) and the SCCOE Board for the charter renewal of Rocketship Los Suenos (“RLS”). Rocketship Education looks forward to continuing our history of success at RLS and to serving existing and new students and families in Santa Clara County.

As you know, Rocketship has been operating elementary schools in Santa Clara County since 2007 with the goal of closing the achievement gap. Rocketship has consistently provided an excellent education for children and our results currently place us in the top five percent of all public school networks serving predominantly low income students in California. In the past eight years, our students consistently excelled on their path to college and career success. Rocketship’s success along with parent demand have allowed us to grow from one school serving fewer than 200 students to a network of nine schools serving more than 5000 students in Santa Clara County. We continue to experience strong demand from parents and families in Santa Clara County and look forward to collaboration with SCCOE and our community to meet this demand and to continue our effort to eliminate the achievement gap.

Rocketship Los Suenos received its annual oversight report for the current school year from Superintendent Jon Gundry and we are very pleased to note that there were no findings of non-compliance with Education Code. Additionally, as reported by the California Department of Education, Rocketship Los Suenos’ three year average API through 2013 was 802. Rocketship Los Suenos’ audited API for the most recent school year was 805.



Please accept this charter renewal petition on behalf of Rocketship, and feel free to reach out to us with any clarifying questions you might have.

Thank you.

David Kuizenga
Vice President, Bay Area
Rocketship Education

Cc: Superintendent Jon R. Gundry

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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 47605.6).

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.

This renewal petition is submitted in compliance with Section 47607(a)(2) of the Act. The following sections of this charter explain how Rocketship Los Sueños fulfills the requirements of Section 47605.6 of the Act.

Affirmations and Assurances

As the authorized lead petitioner, I, Preston Smith, hereby certify that the information submitted in this petition for a California public charter school to be named Rocketship Los Sueños (the “Charter School” or “RLS”), submitted to Santa Clara County Office of Education (“SCCOE” or the “County”) and to be located within Santa Clara County 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 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 §47605.6(d)(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 §47605.6(b)(5)(M)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605.6(e)(1)]
- The Charter School will not charge tuition. [Ref. California Education Code §47605.6(e)(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 equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). 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 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(B)].
- 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 47605.6(e)(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, including, but not limited to credentials, 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 §47605.6(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 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 47605.6(d)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605.6 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 meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with the non-waived portions of California Education Code and State Board Title 5 Regulations.



March 6, 2015

Lead Petitioner

Date

INTRODUCTION/FOUNDER

The organizers of RLS are pleased to submit this charter school petition with the goal of closing the achievement gap in Santa Clara County. RLS will accomplish this by providing an excellent education to all students in the Santa Clara County community, especially those students that may not otherwise have access to an excellent school. In the process of developing this charter petition, the petitioners held meetings with local families and community leaders in Alum Rock and across the county, conducted research around the need for a charter school program like RLS, and collected signatures from parents “meaningfully interested” in enrolling their children at the proposed school.

Background

In 1999, officials from Santa Clara University asked Father Mateo Sheedy, Pastor of Sacred Heart Parish in San Jose, to recommend children from his parish for the Juan Diego Scholarship program. Father Mateo conducted an exhaustive search to find candidates who could attend and succeed at this four-year college, but he was unable to find a single qualified student. He was appalled that, of the hundreds of children in his parish, none had received the education necessary to attend Santa Clara 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 the parish needed to have an alternative to their neighborhood district school. Father Mateo’s vision brought a full K-12 alternative path to downtown San Jose through the following schools: Rocketship Mateo Sheedy Elementary School (K-5), Sacred Heart Nativity School (6-8), and Downtown College Preparatory (9-12).

In its first year of operation, Rocketship Education’s first school, Rocketship Mateo Sheedy Elementary School became the highest ranked low-income elementary school in Santa Clara County and the seventh ranked school in California. This caused an enormous demand from parents in other parts of Santa Clara County for Rocketship Education to open additional schools. Based on the success of Rocketship Mateo Sheedy Elementary School, the founders decided to expand its nonprofit public benefit corporation, Rocketship Education, to serve other schools in the most troubled neighborhoods. Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into the critical systems necessary for successful replication. Rocketship Education will provide each Rocketship school with systems and support for Curriculum, Finance, Legal, Online Technology, and Human Resources. By capturing the best practices from Rocketship Mateo Sheedy Elementary School, Rocketship Education will allow each Rocketship Education school 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 which drive student achievement.

The Rocketship Education model is fundamentally different from other elementary schools in four important ways:

1. High expectations
2. Personalized learning for each student
3. Teachers as professionals

4. Deep parent and community involvement

An Extended School Day & High Expectations

Our typical students will be financially disadvantaged English Learners who arrive at Kindergarten 1.5 years behind their peers. By operating our school from approximately 8 a.m. to 4 p.m. each day, we give our students the extra time to catch up academically. In order to catch up, we expect students to make more than one year of growth for each year at Rocketship Los Sueños. At graduation, they will leave RLS at or above grade level. Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key (Sanders and Rivers, 1996; Haycock, 1999)¹.

Personalized Learning for Each Student

Rocketship Los Sueños will focus on each child and their specific needs and learning characteristics/modalities. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables highly personalized instruction through online adaptive technology, small group instruction and tutoring.

RLS's school model is a full Response to Intervention (RtI) model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress in reaching their goals. For each student in this category, the classroom teachers and school leaders work to identify necessary classroom modifications, areas to target in our in-class curriculum, guide the selection of online curricula and lessons within the Learning Lab, and then select specific goals and instructional methods and curricula for Individualized Learning Specialists (ILS) to assist these students in the Learning Lab as well. The first tier of intervention is in the classroom. Guided reading groups and small group instruction are used to deliver these more personalized learning objectives during normal classroom instruction. During Learning Lab and personalized learning time, a student's interim assessment results are used to create a specific online intervention program for that student by the school leadership and the teacher. The second tier of intervention is comprised of supplemental, small-group tutoring sessions. In tutoring sessions, students who are failing to make adequate progress towards their goals will receive regular small-group intervention with a group of students with similar needs. If classroom modifications, tutoring sessions and other interventions fail to help a student make adequate progress, the student enters the Rocketship Education Student Success Team (SST) Process and, if necessary, the Special Education IEP process. This allows the student to receive personalized attention and the services of specialists. Providing these three levels of intervention allows Rocketship Education to serve the most struggling students more effectively than traditional elementary schools.

¹ Haycock, K. (1999). *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap*. Washington D.C.: The Education Trust.; Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville, TN: Tennessee Value-Added Research and Assessment Center, p. 9.

Teachers as Professionals

At RLS our teachers are the most critical ingredient for success. As such, we believe that it is critically important that they are valued and treated as professionals in a manner that further elevates the incredibly important and challenging profession of teaching. We accomplish this in three ways. First, all teachers receive intensive coaching and professional development. This ensures they have the skills and support to advance in the classroom and pursue opportunities for professional growth such as Lead Teacher, Assistant Principal or Principal should they so desire. Second, we reward teachers for performance through a merit pay structure that incentivizes excellence and typically compensates teachers at a level that is substantially higher than surrounding public schools. Third, our teachers team with each other such that students have a teacher each day that focuses primarily on humanities instruction, which is the purposeful integration of English Language Arts instruction (i.e. writing, speech, reading, phonics, phonemic awareness, etc.) with social studies and science instruction and are exchanged with a teacher that is focused primarily on math instruction that again is purposefully integrated with science instruction. This team teaching approach allows them to develop deep subject matter knowledge and an ability to diagnose and intervene with even the most struggling students.

Deep Parent and Community Involvement

In order to achieve our extremely high expectations, it is crucial that our families help us to motivate their students to do their homework, come to school alert and prepared, and reinforce the values that students learn as Rocketeers. We accomplish this by reaching out to the community instead of waiting for the community to come to us. Our teachers do home visits with every family during the first half of the year and we strongly encourage 80%+ parent attendance at our monthly community meetings. We also have many special events (parent-family meetings) during the year to engage families (often on Saturdays or week-nights in order to include entire families and navigate our families' busy work schedules and lives) like school-wide trips to college campuses, local parks and museums, and on-campus science, reading, and math nights. We make efforts to choose Principals and Office Managers who are bilingual in neighborhoods where Spanish is the dominant language in order to make the school a more welcoming place. Moreover, each of our school campuses is named by the parents and families of the school in order to ensure that the school, and especially the name of the school, is representative of the culture and influences of the local community. Please see Element D below for more information on how RLS will ensure high-levels of parent participation.

We imagine a future for the hundreds of children served by Rocketship Los Sueños in which they can enter middle school ahead of their peers, take advantage of advanced classes in middle and high school, and go on to attain a four-year college education. We believe that parents, empowered by their experience with RLS, will be relentless advocates for these children's success. We hope to see hundreds of qualified applicants for great four-year universities by 2027 when our upcoming class of Kindergarteners from this campus will graduate from high school. We hope that, twenty years after Father Mateo's fruitless search, it will be the number of scholarships—not the number of qualified students—that will be the primary question of concern for neighborhoods in San Jose, Santa Clara County, and beyond.

Founder

Preston Smith, Co-Founder and Chief Executive Officer, Rocketship Education

Before starting Rocketship Education, Preston was the Principal of L.U.C.H.A. Elementary School, a small school within Alum Rock. He founded L.U.C.H.A in collaboration with neighborhood families in 2004 to provide parents with an excellent school focused on high academic achievement and parental involvement. In 2006, after three years of operation, L.U.C.H.A. received an API score of 881 and was the fourth ranked high-poverty (50% free and reduced meals) elementary school in California. Before founding L.U.C.H.A, Preston taught 1st grade for three years at Clyde Arbuckle Elementary School, the first two as a Teach for America (TFA) corps member. In 2003, Preston was named “Teacher of the Year” at Arbuckle and was also nominated as one of six finalists for TFA’s Sue Lehmann Award, given to TFA corps members with the highest classroom academic gains in the nation. Preston graduated Phi Beta Kappa from the University of North Carolina at Chapel Hill.

Rocketship Education Leadership Team

Lynn Liao, Chief Program Officer

Lynn Liao is responsible for all talent management, leadership development, and recruitment and selection. Lynn joins Rocketship from The Broad Center for the Management of School Systems where she co-founded and led the growth of The Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. Under her leadership, the program graduated over 200 Residents, 90% who remain in K-12 education. She most recently served as managing director of network services. The goal of network services is to strengthen and leverage the power of the Broad Center’s network of participants and graduates through career services and connecting network members to facilitate knowledge sharing and advance reforms. Prior to joining The Broad Center, Lynn served as a director at The Broad Foundation and was responsible for the Foundation’s portfolio of investments in district and national principal leadership programs. She also served as the Foundation’s liaison with districts including New York City, San Diego and Philadelphia supporting their work on district redesign and restructuring. Liao has a bachelor’s degree in political economy from the University of California, Berkeley and an MBA and Masters in Education from Stanford University.

Andy Stern, Chief Business Officer

Andy Stern is the Chief Business Officer of Rocketship Education, responsible for centralizing and automating all non-academic school and organizational functions including Operations, Human Resources, Finance, Accounting, Payroll, Compliance and Legal. Andy’s background includes broad capabilities that will be very helpful to us in our next phase of growth having worked as a CFO for a number of years in several fast-growing companies in the high-technology industry. He has also shown a passion for public education having been a teacher for 5 years at San Francisco State University and as the President of the San Mateo High School Foundation, a public high school with demographics similar to Rocketship schools.

Genevieve Thomas, Integrated Special Education Director, National Team

Genevieve Thomas has had various roles within special education over almost a decade. She was looking for an environment to develop a program that truly supported the needs of all learners and was delighted to find this opportunity with Rocketship. Genevieve hopes to one day see Rocketship expand to Washington, as they just passed a charter law there recently. Genevieve

has many passions, but when forced to choose, she is caught between finding new ways to be active in the outdoors, and finding ways to improve educational opportunities for students with disabilities.

Adam Nadeau, Vice President of Achievement

Adam Nadeau is currently the Vice President of Achievement of Rocketship Education. He most recently was the founding principal of Rocketship Nashville NE Elementary, which opened this past July for 450 students in grades Kindergarten through 4th grade, and previously held the same role at two Rocketship campuses in San Jose after teaching upper elementary Humanities at Rocketship's first school, Mateo Sheedy. A Nashville native, Adam taught pretty much everything in every grade across elementary and middle schools for eight years prior to joining Rocketship.

Rocketship Education Board of Directors

Frederick J. Ferrer—Board President

Frederick is the CEO of the HealthTrust, which has invested over \$100M in organizations focused on making Silicon Valley the healthiest region in the country. Before joining the HealthTrust, Ferrer was executive director of Estrella Family Services for nineteen years, overseeing their early education and family services to 300 children from infancy through seventh grade as well as Estrella's Kids to Camp program which sent over 700 low-income youth to summer camp. Fred is an adjunct professor at Santa Clara University, a commissioner on the FIRST 5 Commission of Santa Clara County and is involved with many other organizations focused on child development.

Alan Crites—Board Treasurer

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.

Alex Hernandez—Board Secretary

Alex is partner and Vice President of the Charter School Growth Fund (CSGF). He leads CSGF's "next generation" CMO investments as well as those for portfolio members located on the west coast. Mr. Hernandez is a former Regional Superintendent at Aspire Public Schools and joined CSGF in July 2010. Previous to managing Aspire's largest region, Mr. Hernandez worked with ICEF, a CMO in Los Angeles, and Portland Public Schools as a Broad Resident. Prior to that, Mr. Hernandez worked for several years with JP Morgan and Disney Ventures. He is a graduate of Claremont McKenna and has an MBA and Masters of Education from Stanford University.

Alex Terman—Board Member

Alex was a founding employee and Chief Operating Officer of Leadership Public Schools (LPS), a non-profit charter management organization with five schools in the Bay Area. Prior to joining LPS, Mr. Terman worked in business and corporate development roles at America Online and Bain & Company and served as a John Gardner Fellow in the Office of the U.S. Trade Representative.

Mary C. Herald—Board Member

As the current Executive Vice President of Human Resources and Education at Sephora, Mary Herald has helped the organization grow from a start-up to a market leader over the past 15 years. She oversees 11,000 U.S. employees and over 300 stores in numerous countries, providing a strong foundation for long-term, sustainable growth. Before joining Sephora, she also served as the Vice President of Stores at Williams-Sonoma and the Divisional VP of Factory Retail at Coach. A graduate of the University of Michigan's Executive Education Program, she also received her B.A. in Philosophy from the College of William and Mary.

Deborah McGriff—Board Member

Deborah McGriff leads NewSchools' Academic Systems Initiative, and contributes to investment strategy and management assistance for portfolio ventures, including charter management and school turnaround organizations. Deborah has been committed to transforming the lives of underserved urban school students for almost four decades. In 1993, Deborah became the first public school superintendent to join Edison Learning (formerly Edison Schools). There, she held numerous positions at the company, including President of Edison Teachers College, Executive Vice President of Charter Schools, and Executive Vice President of several external relations functions. Prior to joining Edison Learning, 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 is former President of the Education Industry Association. She currently serves on the board of the National Alliance for Public Charter Schools, where she also is an executive committee member, as well as founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory boards of the National Council on Teacher Quality and of the Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government, as well as the Technical Working Group for a national evaluation of the Federal Charter Schools Program being led by WestEd. Deborah is also a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

Timothy R Sheehy—Board Member

Timothy R. Sheehy is President of the Metropolitan Milwaukee Association of Commerce. Founded in 1861, MMAC advocates for improving the business climate through better public policy, facilitates economic development through the expansion and attraction of capital investment and jobs, and provides the region's best business network helping members grow

their companies. MMAC's dues paying membership in greater Milwaukee provides over 300,000 jobs, and supports a strong quality of life. Prior to being named President in 1993, he was responsible for governmental affairs, economic development and other MMAC operations. He serves in leadership positions on two MMAC subsidiaries as a board member of the Milwaukee Development Corporation, and as president of the Regional Center, LLC. Sheehy chairs the American Chamber of Commerce Executives, the Milwaukee Economic Development Corporation, and TechStar Holding, Inc. He serves on the boards of Milwaukee College Preparatory, the Milwaukee Partnership Academy, PAVE, Wisconsin Policy Research Institute, Schools That Can Milwaukee, Milwaukee Charter School Advocates, Milwaukee Succeeds, School Choice Wisconsin, Teach for America, and as the treasurer of Summerfest. Prior to joining MMAC, Sheehy worked as a legislative assistant to F. James Sensenbrenner, Jr. in Washington D.C. He is a recipient of the Lyndon Baines Johnson Congressional internship, a Ford Foundation Fellow on Regional Sustainable Development, a graduate of the Institute of Organization Management, and a Certified Chamber of Commerce Executive. Sheehy graduated from the University of Wisconsin- Madison with a B.S. in political science and was a member of the UW's baseball team.

June Nwabara—Board Member

June is a nine year partner at Starbucks Coffee Company and currently serves as Regional Director of Operations. She leads store operations within TN overseeing 92 stores. She manages a team of district managers to create and maintain the Starbucks Experience for partners and customers. Her expert qualifications allows her to inspire and challenge partners to drive for excellence in customer experience and business operations. Through partner engagement, her team works together to develop operational plans to deliver on strategic priorities and objectives. June is results oriented and consistently establishes connections with others facilitating attainment of exceeding goals in a highly productive and professional work environment.

She and her team do volunteerism with numerous organizations throughout TN including but not limited to Hands on Nashville, National Civil Rights Museum, Habitat for Humanity to name a few. Prior to joining Starbucks, June spent thirteen years with Darden Restaurants and held numerous positions including General Manager, Divisional Training Manager and Director of Operations. She restored profitability and success to several restaurants and reduced turnover through improved consistency of caring and fairness principles in personnel practices. As GM, she was one of fourteen chosen to sit on the President's Council. She left Darden late 2005 and joined Starbucks January 2006. June holds a Bachelor of Arts degree in Journalism from Michigan State University. She currently serves on the Executive Board of Directors with Hands on Nashville.

Louis Jordan—Board Member

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. Louis currently serves as a member of the Board of Directors for the Indiana University Foundation, Causeit.com and Summer Search Seattle. In addition he is a member of the Kelley School of Business Dean's Advisory Council and on the Advisory Board of the Kelley School's Johnson Center for Entrepreneurship and Innovation. A Philadelphia native, Louis resides principally in Seattle, Washington. Since 2006, as co-owner of Tympany vineyards in northern California's Alexander Valley, Louis has produced an estate-grown Bordeaux style wine, offered commercially under the Tympany brand.

Greg Stanger—Board Member

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.

Arra Yerganian—Board Member

Arra Yerganian brings broad senior management experience to San Francisco based, One Medical Group, the nation's leading network of primary care providers. As Chief Marketing Officer, he is responsible for curating the voice, tone, and personality of this successful Benchmark Capital & Google Ventures backed pre-IPO company. 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. He also serves as a board advisor to xAd, the largest mobile location advertising firm, and is a member of M50. He is an active volunteer and Board Chair Emeritus of the Silicon Valley American Red Cross, a trustee at the St. Andrew Armenian Church and a board member of the on-line Armenian Virtual College. Arra and his wife, Taline, have three children and make their home in San Jose, California.

Rocketship Countywide Charter School and its Benefits

To continue its success, Rocketship Education respectfully submits this renewal petition for a countywide charter school in accordance with Education Code Section 47605.6, for the continued operation of a RLS.

Rocketship respectfully seeks this countywide charter to facilitate the provision of instruction in a multi-site setting. Through this countywide charter, Rocketship proposes a unique educational program that will provide instructional services of countywide benefit that cannot be provided by a charter school operating in only one school district:

1) Enrollment Preferences

An admissions policy giving preference to students from one district over another pursuant to Education Code section 47605(d)(2)(B) will undermine RS10's ability to serve the targeted pupil population and effectively contribute to SJ/SV2020. Rocketship seeks to serve a cross-section of the entire County and not concentrate its enrollment in one school district. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(d)), while a countywide charter allows equal footing for admission to all students in the County. (Education Code Section 47605.6(d)(2)(B)). Rocketship sees the achievement gap as a countywide problem, and thus seeks to serve students across Santa Clara County. Requiring RS10 to preference students from a particular district in its lottery would work against RS10's goals of closing the achievement gap in Silicon Valley and providing public school options to low-income families across the County.

The most recent enrollment data from RLS further supports the justifications provided above. As of the Fall of 2014, approximately 41% of the students enrolled at RLS were students from outside of Alum Rock School District, where the campus is located. In addition, about 40 students were from school districts in which Rocketship, due to district demographics, has so far made no plans to open schools. These districts, however, often have pockets of low income, underserved students that would have had a much lower chance of being admitted to RLS if not for the countywide preference.

2) Consistency in Operations

In the case of a charter authorized by a school district, the charter is subject to the unique requirements of its authorizing school district. These unique requirements may substantively affect the operations of the charter school. A countywide charter will assure the consistency in programming necessary to ensure the accomplishment of the countywide benefits described above.

3) Access to Educational Investment & Collaborative Innovation

Rocketship Education has formed a strong network of private and public collaborators interested in the educational well-being of the students throughout Santa Clara County. This network with organizations like City Year, Americorps, Teach for America, Sports for Kids, Revolution Foods, Vision Literacy, Children's Health Council, MACSA and many more that will result in an increased awareness, involvement and investment in Santa Clara County education.

4) A Comprehensive, Results Driven and High Quality Education

Through rigorous instruction, Response to Intervention, extended day programming and an incredibly high parent & family involvement, Rocketship is able to provide a comprehensive, results driven & high quality education to minority & socio-economically disadvantaged students which benefits the students, their families, the community and the Santa Clara county. This results driven & high quality education is made evident by Rocketship’s current academic results of 886 API at Rocketship Mateo Sheedy Elementary School.

This unique approach to educating low-income students to the highest level of academic achievement cannot be accomplished as well through district-approved charters and thus provides reasonable justification as to why this charter school could not be established by petition to a school district.

Current Rocketship Schools

Currently, Rocketship Education operates nine elementary schools in San Jose, CA. As of the end of the 2013-2014 school year, Rocketship schools had an average Academic Performance Index (API) of 841 and ranked in the **Top 5%**² of all public school networks serving predominantly low income students in California.³

		2014 Results		
School Name	Year Foun ded	API	Math Proficient/ Advanced	ELA Proficient / Advanced
Rocketship Mateo Sheedy	2007	893	92%	69%
Rocketship Si Se Puede	2009	832	74%	53%
Rocketship Los Sueños	2010	805	73%	47%
Rocketship Discovery Prep	2011	787	64%	49%
Rocketship Mosaic	2011	837	77%	53%
Rocketship Brilliant Minds	2012	849	74%	65%

² CA schools serving > 70% FRL

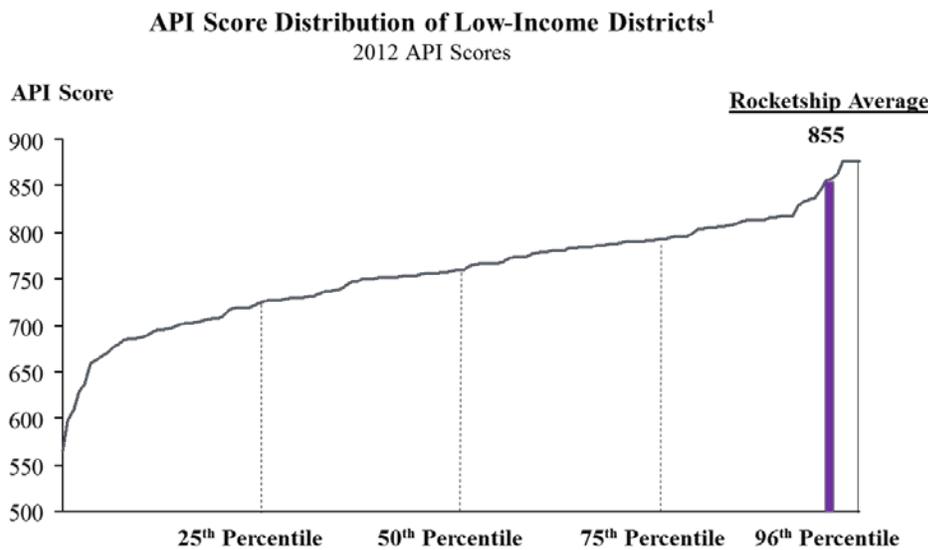
³ Because of the shift to Common Core, the most recent API data for CA and surrounding districts is from the 2012-13 school year. However, Rocketship schools still administered the CST in 2013-14, and compiled results with an independent auditor, so the most recent data for the Rocketship network is from 2013-14.

Rocketship Alma Academy	2012	904	88%	74%
Rocketship Spark	2013	872	86%	68%
Rocketship Fuerza Community Prep	2014	N/A	N/A	N/A

In the past seven years, our students consistently excelled on their path to college and career success. Rocketship’s success and parent demand have allowed us to grow from one school serving less than 200 students to a network of nine schools serving more than 5,000 students in San Jose.

Over the past three years, Rocketship has performed in the top five percent of all California school districts serving predominantly low-income students on the California Standards Test (CST) (see Figure B-1 below).⁴ Every year from 2008 to 2014, Rocketship’s California schools have collectively exceeded the Academic Performance Index (API) standard for excellence of 800 on the CST, demonstrating a clear record of success in the past seven years in advancing student learning.

Figure B-1: API Performance of Low-Income School Districts



1) Districts with percentage of students qualifying for FRPL 85% or greater
Source: California Department of Education

⁴ Defined as districts serving 70 percent or more students qualifying for free and reduced lunch meals. Data are not yet publicly available for other school districts for 2012-2013.

Since our first school, Rocketship Mateo Sheedy, opened in August 2007, we have not only advanced both student achievement and learning, but also increased educational equity in California and specifically San Jose. Our commitment to educational equity reflects the reality that it is “not simply about equal access and inputs, but ensuring that a student’s educational path, curriculum, instruction, and schedule be personalized to meet her unique needs, inside and outside of school.”⁵ Below, we 1) highlight how high-need subgroups succeed at Rocketship; 2) explain how our high-need students outperform their peers at nearby district schools; 3) demonstrate that we are closing achievement gaps between high-need students and wealthy students; 4) share data about our schools’ sustained excellence over four years; 5) show that our students make one and a half years of growth in their learning each year; 6) demonstrate that our schools outperform district and statewide averages; and 7) explain how we will track our students’ progress to enroll and persist through college once they graduate from Rocketship.

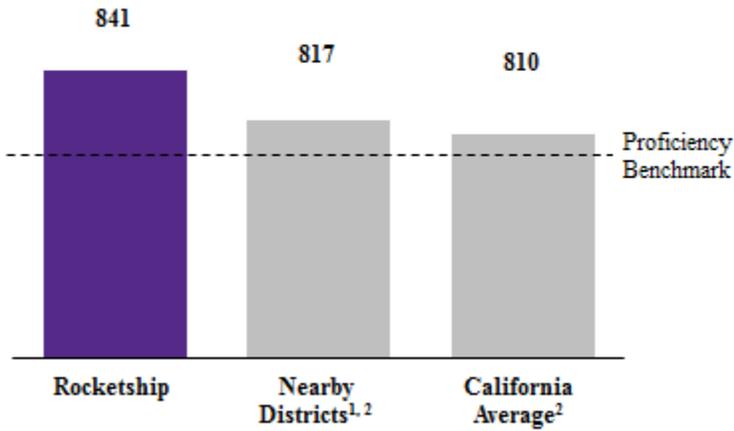
Rocketship outperforms nearby districts and all California students, despite serving a higher percentage of low income students

Figure B-2 highlights Rocketship student success with an 841 Academic Performance Index compared to all California students at 810, and nearby district students at 817 (aggregate average of elementary schools in Alum Rock Unified, San Jose Unified, and Franklin-McKinley School Districts) on the California Standards Test (CST) in 2013. The API is measured on a 1000-point scale and the bar for excellence set for schools across the state to meet is 800, which is equivalent to “proficient”.

⁵Wolf, M.A. (author); Partoyan, E., Schneiderman, M., & Seltz, J. (eds). (2010). Innovate to Educate: System (Re)Design for Personalized Learning, A Report from the 2010 Symposium. Washington, DC: Software & Information Industry Association, p. 6.

Figure B-2: Rocketship 2014 API Comparative Performance

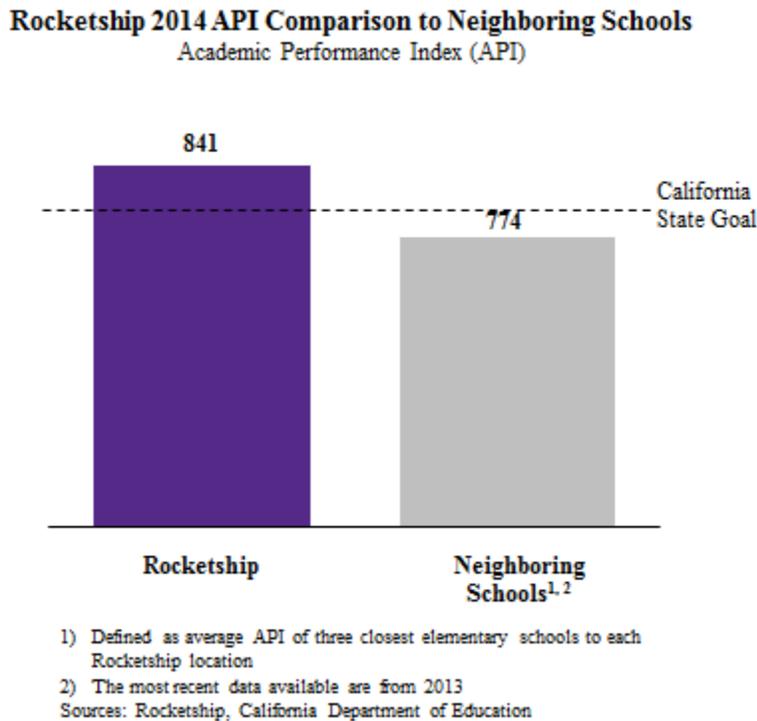
2014 Rocketship Overall Academic Performance
Academic Performance Index (API)



- 1) Nearby districts includes aggregate average of elementary schools in Alum Rock Unified, San Jose Unified and Franklin-McKinley school districts
- 2) The most recent data are from 2013

Sources: Rocketship, California Department of Education

Figure B-3: Rocketship 2014 API Comparison to Neighboring Schools



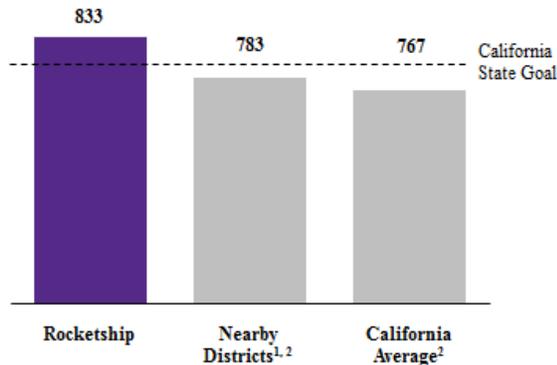
Low-Income, Limited English Proficiency, Special Education, and racial subgroups succeed at Rocketship

As part of our mission, Rocketship seeks to educate and graduate the most underserved, high-need students. In fact, we are proud of the fact that we have never expelled a student for any reason. As a network of open enrollment public charter schools, we do not provide preference to any student based on demographics. However, we aim to serve those students who otherwise would have limited access to a high quality education. We locate our schools in neighborhoods with high poverty and other indicators of need. We recruit our students from the surrounding neighborhoods. Rocketship’s target student population is low-income, special education, English Learners (EL) and other “at-risk” students. In California, Rocketship’s nine schools serve 58 to 69 percent EL students⁶ where the EL percentage is 25 percent for the surrounding Santa Clara County. Rocketship serves a low-income student body in which 85 percent qualify for Free or Reduced Price Meals/Lunch (FRL), in a county where 39 percent of students qualify for FRL. Figure B-4 indicates successes for our low income students and English Learners as measured by recent California API data. Our students vastly outperform subgroups from local districts by more 50 points and outperform the state subgroups by more than 65 API points.

⁶ Data for Rocketship Fuerza, our newest school, is an estimate. Data for the other eight schools is based on 2013-14 reporting.

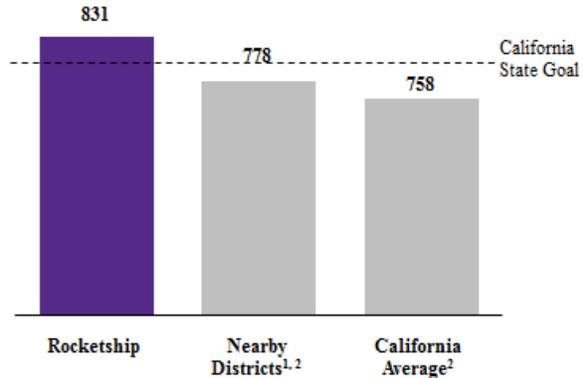
Figure B-4: Low Income and ELL API Comparative Performance

2014 Rocketship Low Income Academic Performance
Academic Performance Index (API)



1) Nearby districts includes aggregate average of elementary schools in Alum Rock Unified, San Jose Unified and Franklin-McKinley school districts
 2) The most recent data available are from 2013
 Sources: Rocketship, California Department of Education

2014 Rocketship English Learner Academic Performance
Academic Performance Index (API)



1) Nearby districts includes aggregate average of elementary schools in Alum Rock Unified, San Jose Unified and Franklin-McKinley school districts
 2) The most recent data available are from 2013
 Sources: Rocketship, California Department of Education

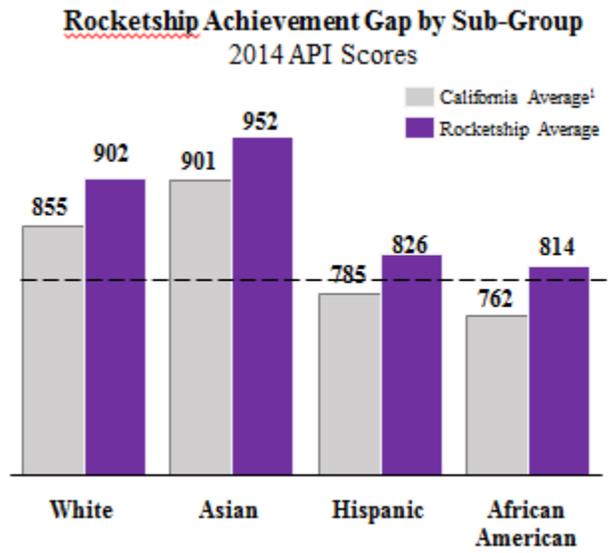
In addition to low-income and EL students, Rocketship is closing the achievement gap for Integrated Special Education (ISE) students. Rocketship has steadily improved results for ISE students in ELA from 30% of students scoring basic or above in 2011-12 to 39% in 2012-13 and then 49% last year. This progress has happened while the number of students served has more than tripled over the past three years. In math, Rocketship has maintained about 60% of students scoring basic or above and has increased the number of students scoring proficient from 28% in 2011-12 to 37% in 2013-14.

Rocketship is also closing the achievement gap for racial subgroups. In 2012-2013, the average API for Hispanic students in the state of California was 785, under the target proficiency benchmark of 800. However, at Rocketship, the average API for Hispanic students (who comprise 84 percent of total Rocketship students) was 826.⁷ Our Asian, African American, and White students also outperform the state average and the state proficiency benchmark.⁸ See Figure B-5 for the data supporting this analysis. As part of our Rocketship Los Sueños proposal, we look forward to continuing to contribute to the work in San Jose of closing the achievement gap between Rocketship Hispanic students and the state’s highest performing racial subgroups.

⁷ Rocketship data are from 2013-14, the most recent year available. In 2012-13, the API for Rocketship’s Hispanic students was 817.

⁸ Asian students represent 11 percent, African American students represent 2 percent, and White students represent 2 percent of Rocketship students.

Figure B-5: Rocketship Achievement Gap by Sub-Group

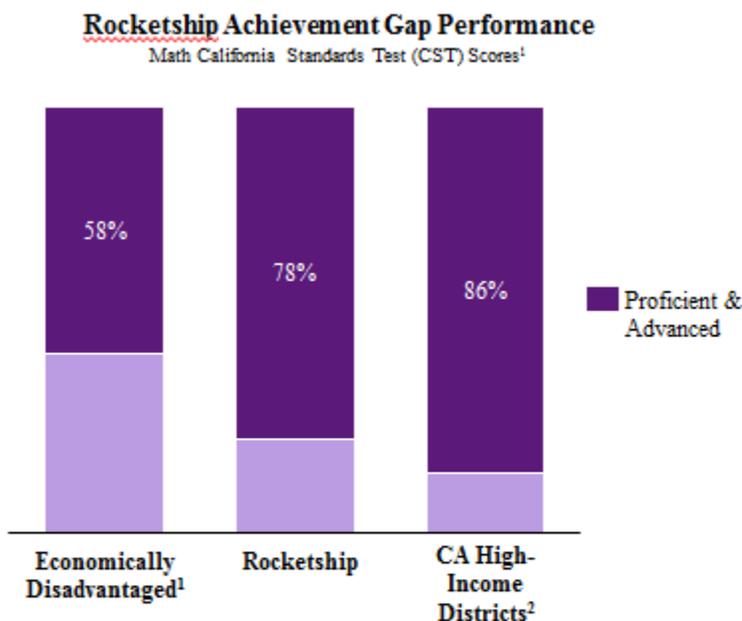


1) The most recent data available are from 2013
Source: California Department of Education, Rocketship

Rocketship is closing the gap between high-need students and wealthy students

Comparing our students to those in more wealthy districts, it is clear that we are closing the achievement gap. Figure B-6 indicates that on the 2014 CST in mathematics our students performed within eight percent of high-income students:⁹ 86 percent of California’s high-income district students scored proficient and advanced; Rocketship students achieved 78 percent proficient and advanced.

Figure B-6: Math CST Proficiency, Comparison to Wealthy Districts



1) Based on most recent available data, 2013-14 for Rocketship and 2012-13 for others

2) Based on Economically Disadvantaged subgroup results

3) Defined as 10 elementary districts with the lowest percent of students eligible in the Free or Reduced Price Meal Program. Districts with less than 100 students are excluded sample

Note: Includes students in grades 2 – 5

Sources: Rocketship, California Department of Education

⁹ High-Income Districts are defined as 10 elementary districts with the lowest percent of students eligible in the Free or Reduced Price Meal Program. (Districts with less than 100 students are excluded). Most recent data for comparison areas is from 2013.

Rocketship performance over more than six years demonstrates sustained academic excellence

Every year from 2008 to 2014, Rocketship’s California schools, as a group, have exceeded the Academic Performance Index standard for excellence of 800 on the CST. In addition, given the rapidly changing context for standards and assessments, we made the decision several years ago that all of our students take the NWEA Measure of Academic Progress (MAP) test three times a year to measure individual student progress, in addition to actively participating in the California Standards Test and its Common Core State Standards (CCSS) aligned successor, Smarter Balanced Assessment Consortium. We highly value the individual-level student data this provides. The NWEA-MAP test is “built on 30 years of research and refinement, and adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness.”¹⁰ Looking at MAP data gives us a clear picture of the progress our students have made over the last four years, because the bar for proficiency does not change from year to year.

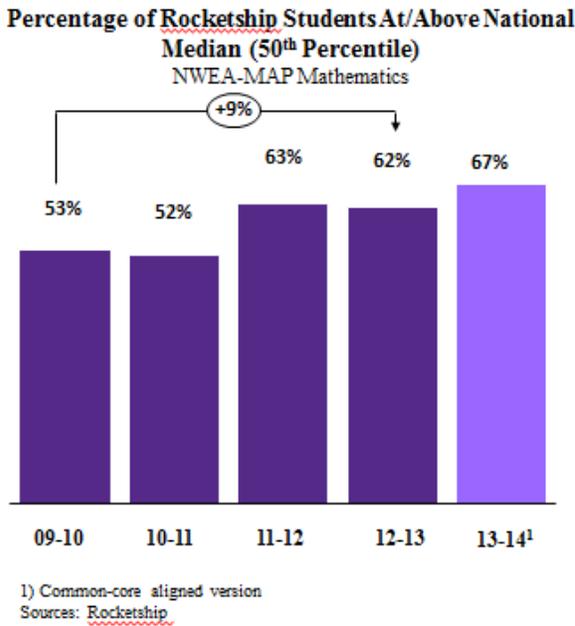
In aggregate, our schools demonstrate sustained success in improving student learning outcomes and ensuring our students achieve at high levels. As demonstrated in Figure B-7 below, at the end of the 2009-2010 school year, more than 50 percent of our students performed above grade level in math as measured by the NWEA MAP test. Over the past four years, we have increased that number to 67 percent achieving above grade level.¹¹ This nine percentage point increase in students at grade level, during a time of sustained organizational growth, is an indicator of our ability to make a difference for the students who most need access to a high quality education. For the 2013-2014 school year, we transitioned to the common-core aligned version and saw a five percent increase. By enrolling at-risk populations and preparing them for college- and career-success as measured by our student achievement metrics, we are indeed closing achievement gaps.

¹⁰ *Achievement Gaps: An Examination of Differences in Student Achievement and Growth*; Northwest Evaluation Association; accessed September 10 at

http://www.nwea.org/sites/www.nwea.org/files/409_AchivGapStudyFinallowres_111006a.pdf

¹¹ In 2013-14, we administered the common-core aligned version of the test and had 67% of students above grade level.

Figure B-7: Percentage of Rocketship Students above Grade Level in Math over time

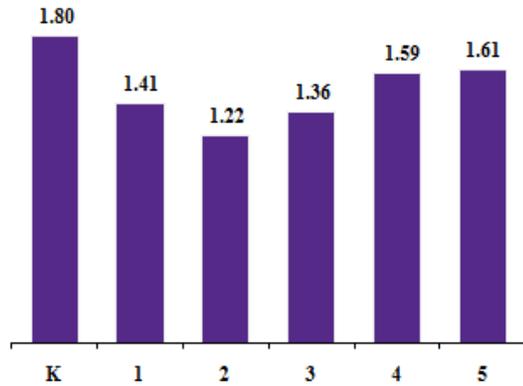


Rocketship students advance more than one grade level per year in both math and ELA

Many students enter our schools behind grade level, regardless of whether they join our schools at pre-k or 4th grade, with only 17 percent of our students at grade level upon entry. The challenge to bring all of our students above grade level by the end of grade five is not one we take lightly. Of the seven Rocketship schools operating in 2012-2013, according to NWEA MAP, six schools attained our targeted average one and a half-year grade level student growth in reading and all seven schools achieved average one and a half-year grade-level student growth in math. In 2013-2014 school year, we transitioned to the common-core aligned version, and still four of our nine schools averaged at least one and half-years of students growth in math and one school averaged more than one and half-years of students growth in reading. From fall to spring of last year, Rocketship students grew on average on the MAP math test by 1.5 grade levels – 50 percent more than their peers across the country – and 1.3 years on the reading test. In addition, Rocketship has an immediate and substantial impact on new students, who averaged to 1.8 years of growth in math and 1.5 years on the reading test. The charts below highlight the impact Rocketship has on students at all grade levels in both subjects.

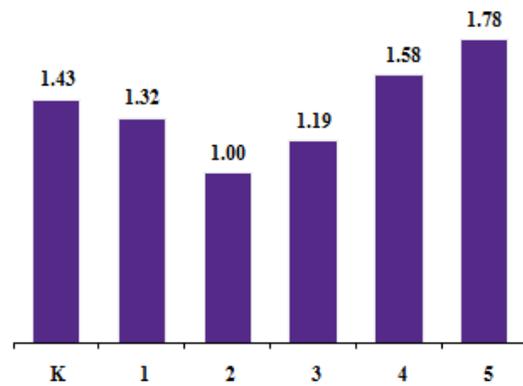
Figure B-8: Average Fall to Spring Growth for Rocketship Students by Grade, 2013-14

Average Fall to Spring Mathematics Growth in Years
2013-14 by Grade



Source: Rocketship

Average Fall to Spring Reading Growth in Years
2013-14 by Grade



Source: Rocketship

Outreach Initiatives

Rocketship Education and the leaders of RLS intend to collaborate with a variety of organizations in the Alum Rock Unified School District as well as organizations serving families across the county. Most importantly, Rocketship Education has already opened and operated nine very successful schools within the County’s boundaries. Rocketship knows what it takes to effectively serve the needs of underserved children within the County, and this begins with effective community outreach and partnerships.

While this is an existing school, we will continue to focus on building new and existing partnerships with parent groups, non-profit organizations and other organizations that serve the community. Outreach consists of, but is not limited to, informing stakeholders about Rocketship, discussing potential opportunities for collaboration and identifying support for recruitment of students. RLS will put forth best efforts to ensure neighborhood families know about the school and have the opportunity to submit interest forms.

Because Rocketship Education schools’ mission is to close the achievement gap, school leaders look for ways to contact local families during the enrollment process each year who are in greatest need and may be least likely to hear about new educational opportunities. Rocketship goes to great lengths to train and deploy Parent Leaders and to work with already existing parent groups to inform the community of our schools’ mission and to spread the word that seats are available. Some of these Parent Leaders have children enrolled at current Rocketship schools or have relationships with families who are familiar with Rocketship schools. Rocketship believes these parents are best equipped to connect with prospective families because they have lived the Rocketship experience. These Parent Leaders are trained to convey information about the school program to families in selected low-income neighborhoods identified by Rocketship in collaboration with community organizations and leaders. Neighborhoods chosen for targeted outreach include those that are near the RLS site, those identified as socioeconomically

distressed according to census tract analysis, and those nearby schools either undergoing Program Improvement or with both a Free/Reduced Meal population above 50 percent and a Free/Reduced Meal API below 775. Rocketship puts forth best efforts to select and work with Parent Leaders who speak Spanish, Vietnamese or other languages that many local residents may speak as a first language. Rocketship also puts forth best efforts to train Parent Leaders with knowledge of the Rocketship Integrated Special Education Program (special education) in order to communicate Rocketship's commitment to serving all students to prospective families, with a goal of RLS enrolling a special education population reflective of special education populations at local district schools.

Parent Leader activities include educating and engaging families 1:1 at:

- Apartment complexes and residences (door-to-door)
- Community organizations and non-profits
- Sunday mass
- Youth sports leagues
- After-school programs
- Head Starts and preschools
- Community and holiday events
- Nearby businesses including grocery stores or flea markets
- Homework or tutoring centers
- Community meeting about the school that is publicly noticed to nearby owners and occupants.

Rocketship leaders will begin the development of a specific plan to conduct regular information sessions at neighborhood locations and will seek opportunities to partner with the Santa Clara County Office of Education to provide additional information sessions at a location of their choosing.

Rocketship has existing relationships with organizations based in the Alum Rock Unified School District and will seek opportunities to strengthen these relationships while building new partnerships in close proximity to RLS. Rocketship looks forward to partnering with these organizations in our work to eliminate the achievement gap:

- PACT
- United Way
- Innovate Public Schools
- Second Harvest Food Bank
- Mayfair Community Center
- Mayfair Neighborhood Area Coalition
- Our Lady Guadalupe
- SOMOS Mayfair
- The First Tee Silicon Valley
- Charter School Organizations:
 - KIPP
 - ACE

- Alpha
- DCP
- Voices
- CCSA
- Catholic Charities Of Santa Clara County
- Local Public Library Branches:
- Biblioteca Latinoamericana
- After School and Neighborhood Service Programs:
 - Vision Literacy
 - CORAL Program
 - YMCA
 - City Year
 - AmeriCorps

ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

Governing Law: 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 47605.6(b)(5)(A)(i)-(ii)

Mission Statement and Vision Statement

Mission Statement

Rocketship Los Sueños will eliminate the achievement gap by graduating our students at or above grade level in Literacy and Math.

Goals

- RLS students will graduate RLS at or above grade level.
- RLS students will become self-motivated, competent, and lifelong learners.
- RLS students will develop a deep love of learning.
- RLS 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.
- RLS will encourage our alumni both to become leaders in their community and help others achieve their goals.

Vision Statement

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

Targeted School Population – Whom the School is Attempting to Educate

RLS is designed to serve Santa Clara County students who are or may be at risk of achieving below basic proficiency on past and current state exams and/or district assessments. RLS will attract children of families who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the vision of RLS. RLS anticipates that it will enroll primarily students from schools which have undergone program improvement ("PI") in conjunction with the Federal No Child Left Behind regulations as well as a Free/Reduced Meal population above 50%. The school currently has a population that is approximately 65% English Learner ("EL") and 85% Free and Reduced Lunch ("FRL"). As

noted above, existing Rocketship schools have consistently served this demographic of students well, and the founders believe the innovative Rocketship model is helping eliminate the achievement gap in Santa Clara County.

The chart below provides the demographic data for schools in the school district in which RLS is located.

Alum Rock Unified School District¹²

Alum Rock Union Elementary	2013 growth	% Free Meals	% English Learners	PI Year
Alum Rock Elementary Schools (Average)	810	93	42	Year 1
A. J. Dorsa Elementary	781	96	50	Year 1
Adelante Dual Language Academy	813	93	31	Not in PI
Anthony P. Russo Academy	791	99	69	Not in PI
Ben Painter Elementary	828	94	39	Not in PI
Cesar Chavez Elementary	823	92	59	Not in PI
Clyde Arbuckle Elementary	797	92	49	Year 3
Donald J. Meyer Elementary	838	85	41	Year 1
Harry Slonaker Academy	794	100	51	Not Title 1
Horace Cureton Elementary	795	94	39	Year 4
James McEntee Academy	846	91	29	Not in PI
Learning in an Urban Community with High	820	94	50	Not in PI
Linda Vista Elementary	805	93	38	Not in PI
Lyndale Elementary	795	94	46	Year 3
Mildred Goss Elementary	772	93	56	Year 1
Millard McCollam Elementary	883	85	30	Not in PI
O. S. Hubbard Elementary	808	93	49	Year 5
San Antonio Elementary	786	94	42	Year 1
Sylvia Cassell Elementary	811	91	48	Year 4
Thomas P. Ryan Elementary	811	93	56	Not in PI
William R. Rogers Elementary	806	100	33	Not Title 1

¹² <http://dq.cde.ca.gov/dataquest>, 2012-2013

At-Risk Students Entering Kindergarten

A significant amount of research has been done on the readiness for Kindergarten of at-risk students. Much of the focus on programs like Headstart has been on how to raise the preparedness of our Kindergartners. The U.S. Department of Education's Early Childhood Longitudinal Study, Kindergarten 1998-99 ("ECLS-K") examined directly the set of skills that most Kindergartners have upon starting school. It compared these to the skills of children with one or more risk factors. The risk factors considered were:

1. Single-parent family
2. Mother has less than high-school education
3. Family has received welfare or food stamps
4. Parents' primary language is a language other than English

Inner-city families are also significantly more likely to be single-parent families with less than a high school education. Nationwide, about 16% of Kindergartners have two or more risk factors, which we believe will be the case for the majority of RLS Kindergartners. As shown in Zill and West's analysis of this dataset, children with two or more risk factors were most likely to fall into the bottom quartile in reading readiness (47%) vs. just 9% in the top quartile. (Zill and West, 2001)¹³.

We anticipate that our average student will be 1.5 years behind the average American student through the analysis above. Our average student is between one and two years behind and we use the average of 1.5 years behind as our overall expectation of their achievement upon entry. We believe that students who score proficient or its equivalent on achievement tests are at grade level and operating at about the 50th percentile. Students scoring advanced are about one grade level ahead and operate at roughly the 76th percentile or better, while students who are below basic are roughly one 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. We believe that a focused intervention program like Rocketship can move students up approximately one quartile in achievement each year in school (a 25 percentage point gain).

RLS Enrollment

Students enrolling in RLS shall meet the state guidelines for minimum age as defined by California Education Code §48000 – §48002.

At full enrollment, RLS anticipates a total school enrollment of 600-700 students. To absorb expected attrition, we will continuously enroll vacated spaces to maintain the enrollment numbers. We believe that this is a critical choice as traditional neighborhood schools also regularly enroll students (new to the community, recently moved, etc.) throughout the school year and we want to ensure that we participate equitably in this enrollment of new students as well. Moreover, we want to ensure that we are able to contribute to the academic outcomes of students and families throughout the community, regardless of whether they enroll with RLS in

¹³ Zill, N. and West, J. (2001). "Entering Kindergarten: A Portrait of American Children When They Begin School. Findings from the Condition of Education", Washington D.C.: National Center for Education Statistics.

the initial grades like Kindergarten or later in upper grades like 4th and 5th grade. Attrition will be primarily driven by families leaving the area and is similar to existing Rocketship Education schools and other high-performing charters in the area.

Educational Philosophy: What it Means to be an Educated Person in the 21st Century

Rocketship Education combines traditional classroom instruction with blended learning, which enables highly personalized instruction through online adaptive technology and tutoring in order to meet the needs of all students, including those with disabilities or who are English Language Learners; a parent engagement strategy that allows for advocacy on behalf of all children and their education; and a leadership development program that creates sustainable careers for highly effective educators.

Closing the achievement gap depends on building, executing, and scaling a revolutionary school model that encompasses the following initiatives:

- **Excellent teachers and leaders create transformational schools:** Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities.
- **Every child has a unique set of needs:** Rocketship is rethinking the traditional school model, allowing each child to learn in their own way with a combination of traditional instruction, technology and tutoring
- **Engaged parents are essential in eliminating the achievement gap:** Rocketship develops parent leaders in our schools and communities to become powerful advocates for their children.

The goal of RLS is to provide an environment in which children will develop into confident, self-motivated, competent, productive and lifelong learners. Vested with these skills, these children will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

Specifically, RLS believes that an educated person in the 21st century should possess the academic and life skills listed below. Each Rocketship Education charter school seeks to impart these skills by the time that a student has completed the Rocketship Education program.

Academic Skills

- **Critical Thinking:** the set of skills required to succeed at higher levels of Bloom's taxonomy, including the analysis of data, synthesis of information and evaluation of arguments.
- **Problem Solving:** building on a foundation of strong critical thinking, problem solving involves using insight and creativity to solve complex problems such as applying familiar strategies in multiple or unfamiliar contexts.
- **Meta-Cognition:** the ability and disposition to explore the thinking and learning process, explain how and why a particular strategy was chosen, and to explain the rationale behind a particular viewpoint, including supporting one's claims with evidence.

Specifically:

- Students will read at or above grade level.
- Students will develop both a computational and a conceptual understanding of math.
- Students will be inspired to be inquisitive and self-motivated life-long learners.
- Students will communicate effectively through excellent listening, speaking, writing, and multi-lingual skills.
- Students will possess creative, logical, and critical thinking skills enhanced through art, science, and technology.
- Students will comprehend and use technology as a tool for learning and communication.
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will be eager to synthesize and act upon new information.
- Students will find, select, evaluate, organize and use information from various sources and disciplines of thought. They will be able to make logical connections among them.

Life Skills

- **Sense of Self:** an understanding of one's own strengths, abilities, emotions, and identity that contribute to positive self-esteem and a sense of purpose; this might look like a student self-regulating an emotional response in order to facilitate rather than interfere with a particular task at hand.
- **Relationship and Social Skills:** understanding and appreciating the emotions and perspectives of others and developing positive relationships among diverse groups including peers and adults; developing the ability to cooperate effectively, resist social pressure, resolve conflicts and seek help appropriately.
- **Commitment to Learning:** pursuing goals and taking responsibility for academic, social and emotional self-development; having a sense of curiosity, interest and involvement in learning and advocating for one's own learning at Rocketship and beyond.

Specifically:

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and by self-assessment.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and courtesy for others.
- Students work both cooperatively and independently.

How Learning Best Occurs

Every child possesses a wide range of learning skills. RLS believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design

that promotes learning in a challenging and exciting way, and most importantly when students are taught to love reading and become proficient readers (Walberg, 1981)¹⁴.

The unique RLS culture is fostered from the beginning of each school year as a RLS staff member makes a home visit to every RLS family. These home visits are incredibly powerful and ensure that a positive relationship is created between the families and RLS staff. Once the relationships between teachers and families are established through home visits and parent commitments, the RLS staff is able to continue this personal flow of information with each family to ensure even higher academic success may be realized throughout the school year.

Learning Best Occurs When There is a School-wide Expectation of High Achievement

At RLS, every teacher will strive to make more than a year's growth with each of his or her students. We believe that many of our at-risk and EL students will come to school 1.5 years behind, because of a lack of English or literacy habits at home¹⁵. We provide additional interventions with the goal of graduating students at or above grade level. High expectations are an important part of a school culture and lead to higher student achievement.¹⁶ RLS teachers will be evaluated and compensated based in part on their abilities to meet these rigorous student achievement goals.

Learning Best Occurs When the Curriculum is Personalized

RLS believes that personalized learning should be a core component of all 21st century schools. The RLS school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. The first tier of intervention is in the classroom. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress. Guided reading groups and other small groups will often be used to deliver these more personalized objectives during normal classroom instruction. Students not making significant gains will also receive personalized instruction in addition to guided reading such as small group skills instruction. At current Rocketship Education schools, the second tier of intervention occurs in small group intervention, where a tutor will work daily with a group of students with similar needs. If classroom modifications and tier II tutoring interventions fail to help a student make adequate progress, the student will receive tier III interventions and will enter the RLS Student Support Team process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow RLS to serve the most struggling students more effectively than traditional elementary schools.

Learning Best Occurs When Students Have Extra Time to Practice

RLS will offer all students the opportunity to participate in our Learning Lab daily. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction.

¹⁴ Walberg, H. J. (1981). A psychological theory of educational productivity. In F. H. Farley & N. Gordon (Eds.), *Psychology and education* (pp. 81-110). Chicago: National Society for the Study of Education.

¹⁵ Zill, N. & West, J., 2000

¹⁶ Cotton, 1989

The Learning Lab is a combination of a computer lab and tutoring center. The Learning Lab has a full-set of leveled books where students can read independently at their “just right” level (the top of their independent reading level) as well as at computers running online programs that allow students to access instruction at exactly their current level of understanding.

Learning Best Occurs When Students Have Purposeful Access to Technology

In the 21st century, it is an expectation that students are able to navigate the demands of technology. Thus, RLS will offer students the opportunity to purposefully interact with technology in our Learning Lab as well as in the classroom. Students will have access to Online Learning Programs that will provide students with access to content at their level, thus further personalizing their learning opportunities. Moreover, in accessing these programs, students will gain the skills that are necessary in order to navigate computers and technology. In the classroom and Learning Lab, students will have access to foundational programs, which combined with purposeful instruction and integration into the curriculum, will ensure that RLS students are gaining core competencies necessary in order to be able to purposefully access and use these programs, further preparing them to be highly effective learners, contributors, and citizens in the 21st century.

Learning Best Occurs When Teachers Are Subject Matter Specialists

RLS will be structured differently from a traditional elementary school. At RLS, we use a team teaching approach with our instructional staff. This team teaching approach means that teachers have their own instructional home-room; however, students are exchanged between two teachers of the same grade level throughout the day for the purpose of instruction in specific subjects. Students are assigned to a teacher who focuses primarily on literacy instruction that is integrated with social studies instruction and science instruction, and a teacher who is focused primarily on math instruction that is integrated with science instruction. Advantages for elementary schools that follow the team teaching approach include deeper content knowledge, a team structure allowing better collaborative focus, improved teacher retention, easier transition to middle school, and more flexibility in student grouping. We believe that specialization will allow teachers to focus deeply on their subject matter and their students, helping them to intervene with struggling students earlier and more effectively. Teachers will hold multiple subject teaching credentials.

Learning Best Occurs When Teachers Are Highly Motivated

RLS is constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years (Ingersoll, 2001).¹⁷ We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. RLS has created a career ladder for teachers, which recognizes student performance as a primary factor in advancement. A career ladder like RLS’s has several advantages, including employee retention, succession planning, and better career development.¹⁸ The teacher career path consists of both opportunities to advance in compensation and level of responsibility in the classroom and opportunities to move

¹⁷ Ingersoll, R. (2001). *Teacher Turnover, Teacher Shortages, and the Organization of Schools*. University of Washington Center for the Study of Teaching and Policy. <http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf>

¹⁸ CA State Dept of Employee Development, 2003

into leadership positions within the network. A Lead Teacher is a grade-level content expert with outstanding classroom results who can impact an entire grade level of students by driving the instructional planning and use of data for a teaching team. The Assistant Principal is a highly-trained expert in teacher coaching and elementary instructional content, with both outstanding classroom results and leadership abilities responsible for cultivating a strong college preparatory environment of high expectations. In addition to the added level of support and capacity these roles bring to the school as a whole, for the individuals, these positions provide an attractive career path as well as impactful leadership experience. We believe this career ladder will motivate young teachers to make the investment in their teaching and advance to the positions of Lead Teacher and Assistant Principal.

Learning Best Occurs In a Culture of Caring

We believe that specialization will lead to better teachers who will increase the academic progress of our students. We also believe that our implementation of specialization will allow us to care for our students more effectively than a traditional elementary school. The advantage of this structure is that it allows for both content-area teachers to collaborate in identifying instructional best-practices that best meet the needs of the groups of students they share. This collaboration will allow them to detect both academic and emotional problems earlier and divide the work of home visits and other time-intensive interventions with the students that need their help most. In designing our school model, we leveraged J.M. McPartland's *Staffing Patterns and the Social Organization of Schools* (McPartland, 1992) to determine ways to increase both academic and emotional well-being of students through teacher specialization.¹⁹

Moreover, at RLS, the social-emotional development of our Rocketeers is seen as a critical part of their overall development and component in their ability to realize significant levels of student achievement. To that end, RLS will purposefully include the integration of social-emotional curricula into our community meetings. Through purposeful lessons and instructional strategies, students will be better able to develop the skills necessary to cope with their emotional and behavioral needs. We see parents as critical partners in this important work of developing and sustaining a culture of caring.

Learning Best Occurs in a Well-Run School

Rocketship Education provides the critical systems and support for RLS. Rocketship Education trains school staff on how to effectively use the critical systems that allows for the continued successful practices at RLS. Critical systems include:

- Operations Toolkit for streamlining state reporting and compliance
- Teacher Recruiting
- Teacher Development Framework
- Leadership Development Program
- Budgeting and Financial Management Systems
- Centralized Operations Management including Attendance, Facilities and Maintenance

¹⁹ Please refer to J.M. McPartland's *Staffing Patterns and the Social Organization of Schools* (McPartland, 1992)¹⁹¹⁹ for research on ways to increase both academic and emotional well-being of students. Paper presented at the meeting of the Society of Research for Adolescents, Washington, DC.

- Rocketship Education-negotiated vendor contracts for food service, software, computers, curriculum, special education service providers
- Rocketship Education Response to Intervention model including curriculum and staffing
- Full Scope and Sequence for core subject areas
- Rocketship Education UbD Units for Science and Social Studies (explained below)
- Systems for many operational issues including attendance, food service management, assessments and assessment data management

In addition to these critical systems, Rocketship Education takes the financial risk of developing new schools and provides the following services during the school development process:

- Removing the challenge and risk of securing adequate and affordable facilities by negotiating with real estate development organizations to acquire leased facilities
- Creation of each school’s charter document and collaborating with charter school authorizers to receive approval and develop operating contracts
- Bringing government and philanthropic support to school start-up totaling over \$1M

Once a school is operational, Rocketship Education provides on-going support in the following areas:

- On-going training and mentoring for Principal and Assistant Principal
- Operational training for school Business Operations Manager and Office Manager
- Support for real estate, finance, IT, Special Education, and legal issues

<i>Common Core Standards and Aligned Curriculum</i>
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The RLS 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. We place most of our emphasis on the subjects of Literacy and Mathematics for our students. Our primary educational goal is to ensure students are at or above grade level in Literacy and Math by the time students leave ñRLS in fifth grade. By doing so, we will ensure that students are well-prepared for the rigors of middle school and on the pathway toward college graduation. Students will also take Science, Social Studies, and Arts at all grade levels to broaden their understanding of the world and to create avenues to exercise different facets of their intelligence. The curriculum at RLS is aligned with CCSS, such that students will not only achieve the objectives specified in the charter but will also master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. Teachers will be encouraged to assist their students in exceeding minimum standards.

Rocketship “Power Standards”

The CCSS much more rigorously focuses on critical understandings and learnings.. In order to identify the key objectives (also referred to as ‘power standards,’) we examined the standards in terms of how robust they are in fully preparing our Rocketeers to be successful in middle-school and beyond in addition to examining the level of Bloom’s Taxonomy required by each standard. We compared CCSS for each grade level, and made a comprehensive list of all standards for

each grade level. From this list, we selected the most rigorous standards as those which are the most important markers of student success. This process allows us to determine which standards are at a high level of cognition, and will therefore require significant time and focus for students to achieve mastery. The intent of the process is not to eliminate standards; rather, all grade-level standards will be addressed in every course. Instead, the intent is to prioritize the focus of instruction, and build units around Power Standards, as they are referred to at Rocketship, thus incorporating the other standards into this more meaningful, cognitively complex context.

These Power Standards are at the core of the academic curriculum and program at RLS. These standards have gone through a rigorous review process: the staff at Rocketship Education has refined them over the past year using a backwards planning method. The team began by examining the standards from fifth grade and adjusted them as needed based upon Bloom's Taxonomy, previous results to inform where we can further strengthen instruction as a network, feedback from existing middle schools that have accepted graduating Rocketeers that identified their strengths and weaknesses academically, and an evaluation of which standards would best prepare our Rocketeers for sixth grade and beyond. The Rocketship Education staff then backwards mapped these fifth grade Power Standards through to kindergarten. This established the foundation of the long-term plans for each grade level throughout the year. Rocketship Education now provides all its schools with a rigorous, standards-based long-term plan to aid with planning for instruction in each grade level.

The development of the long-term plans leads to the teachers establishing four to eight week units that are focused on the instruction of the Power Standards in a meaningful and scaffolded manner. Teachers are trained to unpack and prioritize the standards for their courses, and develop standards-based units and lesson plans using that process.

Reading

Reading instruction is done through the successful Balanced Literacy model. During the whole-class Read Aloud, the teacher models successful literacy strategies using grade-level texts and offers explicit skills instruction through a mini-lesson. Shared Reading provides an opportunity to practice close reading, a skill that is emphasized in the Common Core State Standards. Small, homogenous Guided Reading groups are pulled while other students engage in center activities for spiraled skills or online learning programs. Students also engage in differentiated Word Study activities. Finally, all students partake in Independent Reading, where they practice reading a self-selected text while the teacher circulates to hold one-on-one conferences.

From experience, we expect that a significant amount of small group time in K-2 will be spent on oral language acquisition and fluency for our EL students, and on phonemic awareness and phonics skills leading to grade-level reading fluency. In grades 3-5, students who are performing at grade-level will have mastered most aspects of oral language, phonics, and phonemic awareness, and we will be focused more on deep vocabulary investigation and comprehension of fiction and non-fiction texts. Across all grade levels, teachers will work vigorously to develop students' reading fluency, which enables them to focus their energies on comprehension of complex texts. Literacy skills are also taught through content area instruction to provide broader support to students in reading, and a struggling student may be pulled for guided reading or

targeted tutoring more frequently during blocks of time when their peers are practicing skills on the online learning platforms.

We are firm believers in the findings of the National Reading Panel (“NRP”).²⁰ The NRP reviewed all of the available high quality research with measurable results and a study size and student composition indicating that they could be generalized to the entire population of American students. They found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We expect that even our coaches will spend a significant amount of time building their skills in each of the five areas of Reading. These areas are described below.

Phonemic Awareness Phonemic awareness is the ability of a student to hear, identify and manipulate individual sounds in words. An example of a phoneme in the word “hat” is /h/ (the sound h makes, rather than the letter). Phonemic awareness is a pre-cursor to phonics. Phonemic awareness focuses on sounds, while phonics focuses on the relationship between sounds and their written symbols. RLS will focus on phonemic awareness instruction in all K, 1st classes and with older students who may need remediation in this area using Michael Heggerty’s curriculum to guide our work.

Phonics Phonics is the process of building up pattern-recognition within students to associate sounds with written letters. In the past two decades, phonics developed a poor reputation as it was overused and over-scripted. However, methodologies like the word sorts from “Words Their Way” or Make-a-Word exercises are engaging, flexible, and have an immediate impact on the types of words that students can decode. For example, most of our EL students will not likely know that the letters “sh” make the sound /sh/ instead of /s/ /h/. If a student simply reads texts over and over again, they will eventually figure out that “sh” makes /sh/. For a group of students who have catching up to do, the direct instruction of this relationship can help them identify this sooner and move on to other unknown sound/symbol relationships or eventually to being able to focus more of their mental energy on comprehension.

We plan on utilizing the curricula Jolly Phonics, Words Their Way, and others in order to reinforce and teach the concepts of phonics. Jolly Phonics and Words Their Way include various strategies that explicitly focus on this type of “word work,” which provides students a strong phonological awareness, and, thus, they are more prepared to read. Jolly Phonics and Words Their Way are effective resources to support students to decode, or read, words but also to encode, or spell, words as well.

We differentiate our word study programs into five stages of development:

1. Emergent Stage – primarily phonemic awareness focus.
2. Letter-Name Stage – primarily focused on correlating letters, blends and digraphs with the sounds they make.
3. Within Word Pattern Stage – usually focused within a single syllable on patterns which form long vowels, r-controlled vowels, three letter blends, and diphthongs.

²⁰ This study is available online at <http://www.nationalreadingpanel.org/Publications/summary.htm>

4. Syllable-Affix Stage – Examines syllabification patterns. For example, rules for doubling of the consonant before adding ed or ing. Also begins to study prefixes and suffixes.
5. Derivational Relations Stage – focused primarily on word roots, prefixes and suffixes that can help students build meaning and comprehension.

We also adapt the pacing of these programs to account for the specific language needs of our ELs. For example, short vowels are often confusing to EL students and so we can expect to spend days helping our students differentiate the short vowel sounds of /a/, /e/, and /i/ which sound almost identical to many ELs.

Fluency Fluency is the ability to read text accurately, quickly and with appropriate phrasing and expression. It reflects the readers' ability to automatically recognize words instead of decoding them. Combined with vocabulary development, fluency is a crucial stepping stone to comprehension. If a student is spending most of their mental energy using their phonics skills to decode words, they have limited capacity to also comprehend what they are reading and their overall comprehension will suffer. RLS plans to organize a portion of our literacy block around small teacher-led small groups. For example, we will level our phonics instruction and students in each group will receive phonics instruction in their group at their current level. Fluency instruction in our groups will be conducted by selecting a text which is on the independent level for the students in that group. Students will repeatedly read the text orally, working on both their speed and their phrasing. This is one way of individualizing literacy instruction.

In addition, Rocketship Los Sueños will utilize the Strategic Teaching and Evaluation of Progress (STEP) assessment in order to assess a student's progress with their fluency skills. The STEP assessment is a reading comprehension assessment which also assesses fluency, scoring students on reading rate (number of words read accurately per minute) in addition to expression. Using this assessment will give RLS staff insight to a student's individual needs and growth.

We also believe that learning the Fry word list of 600 sight words is an effective way to jump-start a new reader's fluency. Though we are not strong proponents of rote memorization in general, we have found that the time it takes to commit these words to memory pays off many times over by allowing students to focus less energy on decoding and more on comprehension in their early reading lessons. We want students to love reading, and being able to easily decode even basic texts is motivating to our beginning readers.

We believe that well managed independent reading contributes greatly to fluency. The most important part of independent reading is book selection. By using a library of precisely leveled texts and specifying a narrow range of levels from which a student can choose, we can help our students develop fluency through their independent reading. Independent reading occurs throughout the day and RLS's Learning Lab will have a library of leveled texts to aid our students in their independent reading skills. We also believe that reading great children's books builds a student's love of reading, so our library will also include these books for students general enjoyment and they will have time each day to read not only leveled books but fine children's literature.

Vocabulary Vocabulary is the lexicon of words that a student understands. There are two kinds of vocabulary instruction that we plan on conducting at RLS. The first is direct instruction of key vocabulary words. The most important aspect of this type of instruction is repeated exposure and manipulation of these words. The second method of building vocabulary is word study. Our word work will progress past phonics to focus on word parts like prefixes, suffixes, and roots which can give clues about the meaning of a word. One exciting thing about this for EL students is that if the language they speak is a Latin derivative, they are likely to know roots that English-only students will not, because these words are common in their language, but not in English. Another way that we believe we can build our EL students vocabulary is through the use of cognates. There are 15,000 words that share similar meanings between English and Spanish, though they usually have different pronunciations. Explicitly relating a new English word to its cognate can make the development of vocabulary much easier.

In addition, RLS staff will all be trained in various Guided Language Acquisition Design (GLAD) strategies that are especially focused in the area of vocabulary development. One of these strategies is called the CCD (cognitive content dictionary), which is a tool and graphic organizer that the staff will use to build their students' knowledge, use, and identification of vocabulary words.

GLAD strategies executed by Rocketship are inspired by a variety of research reports and studies, including:

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| <p>Beck, I., McKeown, M., Kucan, L., <i>Bringing Words to Life</i>, The Guilford Press, New York/London, 2002</p> | <p>California State Department of Education, "English Language Arts Framework", 1987.</p> |
| <p>Berman, et al, "Meeting the Challenge of Language Diversity", California Legislature 1991.</p> | <p>California State Department of Education, "Every Child a Reader: the California Reading Task Force" and "Reading Advisory", Sacramento, CA, 1995 & 1996.</p> |
| <p>Blanton, William E. and Mormon, Gary B., "Research Relevant to Learning from Information Texts", A paper presented at the IRA Conference, Anaheim CA, September, 1987.</p> | <p>Calkins, L., <i>The Art of Teaching Writing</i>, Heinemann, 1986.</p> |
| <p>Brain Research, <i>Newsweek</i> 2/19/96 and <i>Time</i> 2/3/96 – Summary of reports from UCI, UCLA, UC Berkeley, Duke, and Baylor College of Medicine.</p> | <p>Chall, Jeanne S., <i>Learning to Read: The Great Debate</i>, New York McGraw Hill, 1983.</p> |
| <p>Brechtel, Marcia, <i>Bringing It All Together: Language and Literacy in the Multilingual Classroom</i>, Dominic Press, San Diego, 2001. ISBN: 1-56270-0030-8
Get it at: www.pearsonlearning.com or call 1-800-321-3106.</p> | <p>Chall, Jeanne S., <i>Stages of Reading Development</i>, New York McGraw Hill, 1983.</p> |
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| | <p>Collier and Thomas: <i>Longitudinal Study of Successful Programs for Second Language</i></p> |

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Comprehension Comprehension is a student’s understanding of the text they have read. Ultimately, all of the other areas in reading are about improving a student’s comprehension. Comprehension is also the most difficult area for all students, and in particular can be difficult for EL students who lack the background knowledge to understand some of the concepts. While developing the other areas of literacy will give students the ability to focus on comprehension, they are not as powerful in building comprehension as direct instruction in reading strategies and skills. Direct instruction in comprehension helps students name and practice the strategies that proficient adult readers use (for example, visualizing and creating mental images while reading, or using the headings of a nonfiction text to gather clues about the topic). Initially, one of the most important parts of comprehension is for the student to identify what they don’t understand. Once this has happened, the teacher can work with the student on strategies to develop an understanding—reading back in the text for clues, skipping the section and coming back, rephrasing what they have read, formulating clarifying questions, etc. In general, comprehension progresses from factual (recalling specific information from the text) to inferential (reading between the lines) to critical thinking (making multiple inferences from across the text to demonstrate broad understanding within and across texts). Comprehension for fictional works relies on different skills than non-fiction texts and RLS plans on explicitly teaching techniques for both.

RLS teachers provide direct instruction in reading strategies during small-group guided reading lessons in which students are grouped according to reading level. Teachers model appropriate strategies for each group and give students an opportunity to practice independently with texts that are at their instructional level. This type of leveled practice is powerful because it requires that students constantly work within their zone of proximal development. With the teacher’s assistance, students are led to comprehend increasingly advanced texts. When done by a skilled teacher, guided reading can be a powerful tool for accelerating student learning. Groups are formed flexibly at RLS, and students are re-grouped every eight weeks (and often more frequently) based upon assessment results.

RLS will also explicitly focus on the skill of comprehension through interactive read alouds and reading mini-lessons that precede independent reading. These lessons give students access to rich, grade-level literature and non-fiction pieces.

Writing

Children will begin writing their first day at RLS. Writing is often a difficult task for EL students, because it requires an application of language rather than the more simple recognition of words and sentence patterns, which are required in reading. Rocketship currently uses a model based on the Lucy Calkins Writing Units of Study.

A writing workshop model will give the RLS staff a solid foundation of key traits to focus on in their application of writing and also provide the staff with a specific model of instruction.

We will adopt the Lucy Calkins’ writing rubrics to focus student learning and give them specific feedback on their writing. The rubric will emphasize the development of ideas, organization and voice, and grammatical conventions.

The Lucy Calkins Units of Study focus on very specific strategies and elements of strong writing. They give students a chance to take ownership over idea generation, which ultimately leads to writing that is more interesting, unique, and reflective of a student's voice and higher student engagement in the process of writing. The Lucy Calkins Units of Study will allow the students at RLS to further develop their writing skills while also giving our staff at RLS the opportunity to grow and develop more as writing instructors.

Writing will be taught as part of the Humanities block and instructional strategies will vary by grade level. For beginning writers in Kindergarten, we will rely more heavily on shared writing linked to a mentor text, often a familiar read-aloud book. As our students develop more writing proficiency, we expect to conduct a structured writer's workshop with students working through the writing process of brainstorming, organizing, drafting, editing, revising, and creating an illustrated final draft all at their own pace. In all grade levels, students will develop the ability to distinguish between informational, persuasive and narrative writing and the different strategies and purposes behind each style of writing. Each grade level will introduce or extend students' understanding of various genres of writing including response to literature, personal narrative, informational writing, opinion writing, and/or letter writing.

Math

RLS students will master the basic skills, computational fluency and conceptual understanding required in the California adoption of the Common Core State Standards. Within the context of these standards, students will constantly be challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. Specifically, teachers will focus on developing students' number sense and algebraic reasoning abilities. This approach is supported by the "Final Report of the National Mathematics Advisory Panel" (USDE, 2008, p. 17).²¹ Even young students can begin to understand numbers conceptually, and can recognize relationships among mathematical concepts.²² According to research conducted at the University of Texas, Austin, "Number sense not only leads to automatic use of math information, but also is a key ingredient in the ability to solve basic arithmetic computations." Important elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with the same fluency that we stress in reading. As a result of our initial emphasis on these skills, our students are more prepared for the rigors of more complex mathematics, devoting more of their thinking to visualizing and tackling difficult word problems. As students progress, this will be constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which will drive much of our Math instruction. Some of the main concepts that we will help our students internalize to be ready to perform Algebra include understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations. Additionally, our Assistant Principals will find relevant professional development experiences for our

²¹ National Mathematics Advisory Panel. *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, U.S. Department of Education: Washington, DC, 2008.

math/science teachers to improve their practices including observations of highly skilled teachers, conferences and workshops, and exploring professional literature as well.

In order to focus on deeper comprehension of mathematical concepts, we will use discussion to help students explain how they reached an answer and to defend their process and answers. Students will focus not only on finding the correct answers, but will be expected to articulate how the answers were derived. Our methods will include hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to make arithmetic operations automatic.

Math instructors will be focused on developing mathematical units that are backwards planned according to a centrally-developed scope and sequence based on the CCSS for that grade. This will allow RLS to focus on creating units that are focused on depth of instruction and conceptual instruction as well. RLS will utilize Singapore Math²³ to support teachers' planning process.

Science

RLS's science instruction will be grounded in the Next Generation Science Standards.²⁴ Science instruction will be embedded in both Humanities and Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units (described in more detail below). Integrating Math and Science gives students the context through which to understand how mathematics relates to the physical world. Moreover, science naturally integrates into various aspects of math. Science is also integrated into Humanities instruction throughout the block including read alouds, shared reading, guided reading and independent reading. Consequently, this integration of subject matter ensures that students will have greater exposure to skill areas like expository texts, scientific notebooks, graphing, organizing data, and many other math and literacy skills that correlate with science.

The science curriculum at RLS has been primarily organized through the implementation of UbD units. At Rocketship, we have done extensive work to group science standards into robust UbD units that cover science topics in depth.

We believe that Science offers a broad array of concepts crucial to student understanding. Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the life, earth and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences. Our desired outcomes from science are an understanding of the process of scientific inquiry, curiosity about the world

²² *Building a Foundation for Learning in the Elementary Grades*, NCISLA VOL. 1, NO. 2, Fall 2000

²³ <http://www.singaporemath.com/>

²⁴ <http://www.nextgenscience.org/>

around them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding.

Social Studies

Social Studies instruction will be embedded in Literacy instruction through the use of thematically integrated, standards-based UbD units. Social Studies are an opportunity to integrate aspects of our curriculum like Reading and Writing in a context that naturally requires them. Our use of the UbD framework to design Social Studies curriculum makes the concepts and academic vocabulary accessible to our students regardless of current reading level.

Key content outcomes for Social Studies include knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies. Key skills we hope students to learn include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills. This curriculum will be aligned with the State Framework.

Teachers will build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process.

Arts (Art and Music)

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. Arts will be integrated into the Humanities block, often as part of Social Studies content and also taught through our enrichment periods.

All students, including EL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Those standards will guide the integration of arts into the curriculum. Through a process of unpacking and prioritizing content standards for the four core content areas, teachers will identify opportunities to integrate the arts into those curricular areas, and will build unit clusters that maximize student exposure to and engagement in the arts.

Socio-Emotional Learning

We believe that RLS students must master both academic skills and non-cognitive skills essential to the whole child: goal setting, perseverance, critical thinking, problem solving, creativity, and communication. We provide an environment where students develop into confident, self-

motivated, competent, and productive life-long learners. We know high expectations lead to higher student achievement.²⁵ Our students possess the habits, skills, and characteristics necessary to succeed in college and beyond, as contributing citizens of the twenty-first century. RLS aligns with research that supports non-cognitive skills as essential to success. Carol Dweck argues that a growth mindset, in which abilities can be developed through dedication and hard work, affords the individual resiliency and a love of learning that carries throughout life.²⁶ Rocketship parents who have older children attending other schools comment that their children enrolled at Rocketship demonstrate far more ownership and resiliency than their other children who have not attended a Rocketship school. We enable this growth mindset in a few ways:

- **Home visits:** RLS culture begins with a home visit with the family and potential student from a RLS staff member. Home visits create a learning partnership between families and our teachers. Teachers come to know the unique strengths and character of each student and their families while parents learn strategies for helping their student reach the individual student learning goals co-developed by students, parents and Rocketship educators. After enrollment, our students' parents participate in frequent parent meetings that reinforce RLS practices and values; furthermore, they commit volunteer time to support their students' educations. That time is flexible and comes in a variety of forms such as accompanying students on class trips, attending RLS community events, or providing assistance with class projects. Please see Element D below for more information on parental involvement at RLS.
- **Core values:** Rocketship's core values of respect, responsibility, persistence, and empathy help cement this ownership of learning by students and their families. We reinforce the core values in every classroom and in all common spaces. There is a common language at Rocketship that reminds our students of the common vision for success both academically and behaviorally. Each day begins with a Rocketeer Launch, during which all classes gather to say the Rocketeer Creed (our daily promise to live by our core values) and sing a song that highlights one core value per month. Parents frequently participate in the Rocketship Launch. To further individualize core values, students reflect on their own exhibition of core values as they fill out their own behavior reports and give themselves a score for that day's efforts.

Ownership of Rocketship core values extends to personalized learning and out-of-school individualized practice time. We want our students to learn to be persistent, even when faced with difficult tasks. We believe that persistence, combined with taking responsibility for individual success, will develop motivated, self-driven, and "gritty" individuals. These individuals develop a growth mindset that drives them to succeed in higher education and life. Independent out-of-school practice reinforces these skills. We design assignments for students to complete during out of school time to include some common elements: differentiation, spiral review, and targeted practice of recently taught skills. Homework also covers both math concepts

²⁵ Cotton, K. (1989). *Expectations and Student Outcomes*. Portland, OR: Northwest Regional Educational Laboratory.

²⁶ Dweck, C. "What is Mindset." Available online at <http://mindsetonline.com/whatisit/about/index.html>. Accessed September 10, 2013.

and fact-fluency in addition to reading skill and comprehension practice, writing, and grammar. Teachers regularly review homework with students.

Starting in school year 2012-2013, we implemented Positive Behavioral Intervention and Supports (PBIS) network-wide. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the “Kimochi’s” curriculum in the lower grades (pre-k through grade two), and the “RULER” approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. RULER was developed at the Yale University Center for Emotional Intelligence. The Yale Center for Emotional Intelligence uses the power of emotions to create a more effective and compassionate society. The Center conducts research and teaches people of all ages how to develop their emotional intelligence. Emotions drive learning, decision-making, creativity, relationships, and health.²⁷ In turn, we believe that developing the emotional intelligence of our students enables improved goal setting, teamwork, perseverance, critical thinking, communication, creativity, and problem solving.

<i>Approach to Academic Instruction</i>
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A sample student schedule (second grader) at RLS is as follows:

Time	Activity
7:45 – 8:05	LAUNCH – daily school-wide kick off
8:05 – 8:25	Breakfast and Community Meeting
8:25 – 11:25	Humanities <ul style="list-style-type: none"> • Includes Social Studies and Science thematic units • Targeted small group instruction
11:25 – 12:10	Lunch and Recess
12:15 – 1:50	Math <ul style="list-style-type: none"> • Includes Science thematic units • Targeted small group instruction
1:50 – 2:30	Enrichment Center <ul style="list-style-type: none"> • Physical Education and/or Art, Music, etc. (depends on the day)
2:30 – 4:00	Learning Lab <ul style="list-style-type: none"> • Online adaptive curriculum (50 mins) • Leveled Reading (35 mins) • Targeted 1:1 and small group tutoring (30 mins, optional based on a student qualifying or not)
4:00 – 6:00	After School Program (Optional)

²⁷ From the Yale Center for Emotional Intelligence, accessed on September 29, 2013 at <http://ei.yale.edu/ruler/>.

- **Additional tutoring based on RtI assessment**
- **Homework Help**

Personalized Learning

RLS will provide instruction and tutoring in ratios that maximize student learning. Personalized learning at RLS is geared to provide the right student with the right lesson at the right time through the right instructional method. Because RLS utilizes a blended learning approach towards the goal of personalized learning, the configuration of a classroom is far different than that of a traditional elementary school.

Our students are exchanged between a Humanities teacher (ELA and Social Studies and Science) and a Math teacher (Math and Science). Additionally, these students spend a portion of their day in the Learning Lab. The Learning Lab is a combination of a computer lab and tutoring center. There is a full-set of leveled books where students can read independently at their “just right” level (the top of their independent reading level) as well as at computers running adaptive online programs that allow students to access instruction at exactly their current level of understanding.

We have selected the programs used during Learning Lab based on their ability to adapt to each student’s skill level. If a student is struggling with a particular concept, our adaptive programs adjust the pacing and content the student presented in order to target additional practice until the concept is mastered. Current Online Learning Programs (OLPs) for math include ST Math, DreamBox and iReady for Math. Current OLPs for reading include MyOn, iReady for Reading, and Lexia.

Use of Thematic Units

At RLS, we believe that students benefit from having core subjects integrated throughout the day. This prevents subject areas from becoming isolated areas of learning, but rather, academic content is integrated throughout all subject areas through the use of thematic units and consequently, students are able to learn that all skill areas (reading, writing, math, science, social studies, etc.) rely upon one another in order for true learning and academic achievement to be accomplished. Moreover, through this approach, students are better able to more rapidly gain fluency in English and build vocabulary beyond a solely functional usage.²⁸ Consequently, we approach our instructional assignments for teachers and students in the same manner.

The science and social studies instruction at RLS is based on the Association for Supervision and Curriculum Development’s (“ASCD”) Understanding by Design (“UbD”) approach. This approach is a framework for creating a curriculum based on a deep understanding of standards. UbD has been shown to develop students’ reasoning and interest in Science and Social Studies. To develop our curriculum based on the UbD framework, we started by backwards mapping of the Common Core standards (CCSS) into a set of ‘power standards’ in order to create a robust focus on core ELA and Math standards. The CCSS much more rigorously focuses on critical understandings and learnings, thus, this heightened level of focus and simplicity within our

²⁸ Collier and Thomas: Longitudinal Study of Successful Programs for Second Language Learners, 1995, Johnson, M. J., & Janisch, C. (1998). Connecting literacy with social studies content. *Social Studies & the Young Learner*.

curricula, as well as the backwards mapping of CCSS from 5th grade to Kindergarten, ensures that our Rocketeers upon graduation will be thoroughly prepared for middle-school and on-track for college.

We then use the same backwards mapping process with the Next Generation Science Standards and CA state standards to identify the main objectives in Science and Social Studies, especially as the Social Studies content for our students is region- and often community-specific. For example, at some point in the grade level curricula of RLS, it is likely that a unit will be focused on Cesar Chavez and his work for equity with Latinos in California. We then developed units and lesson plans within each unit to focus on these major objectives. As we develop these units, we focus on correlating these unit objectives with literacy and math objectives that are relevant to the core unit as well. We have been refining these units for multiple years, yet with the transition to CCSS and Next Generation Science Standards, we are now rebuilding many of these units and in the 2014-15 school year we will have the first UbD units correlated with the CCSS. In subsequent years, we will continue to refine and add to these units as more teachers contribute to the richness and learning techniques of each unit and lesson.

Each classroom teacher is also responsible for various objectives that, depending on their homeroom, may include literacy objectives combined with science and social studies objectives or math objectives combined with science objectives. This accountability to multiple subjects ensures that teachers are instructing various subjects throughout the day.

The integration of science and social studies in the core literacy and math subject areas allow students to make connections across multiple subject areas. For example, one of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). The integration of literacy and science and social studies allows students to further develop these skills. Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. Likewise, another important skill that students can learn from the integration of math and science is the application of mathematical concepts and equations. Students are able to translate a static equation into a meaningful real world experience, which allows them to better retain and apply this knowledge in future real-life situations. This ability to apply mathematical concepts outside of a controlled classroom environment is a crucial life-skill for the success of students as they mature and grow.

RLS teachers teach multiple UbD units a year. During the science block, students are engaged in investigations, reading non-fiction leveled texts related to their topics, writing expository pieces relevant to the unit, and learning using a variety of GLAD strategies including pictorial input charts, expert groups and cognitive content dictionaries. Two of these UbD units culminate in an Exhibition Night, where students present their learnings to their parents and community members.

Students work in cooperative groups, and often use hands-on materials to reinforce their understanding of scientific concepts. In order to facilitate a research and inquiry-based instructional model, teachers implement and reinforce clear rules and procedures for laboratory work. These procedures ensure the safety of students, while allowing them to learn and investigate in a dynamic and collaborative environment.

Teachers incorporate fictional and expository text into their science instruction. In addition to the use of leveled readers, students will regularly be required to write both fiction and non-fiction text in relation to their experiments. For example, third grade students studying extinction and evolution (see related course objectives below) might write fictional stories about an extinct species, and will write lab reports on their investigations with rock layers and fossils. Math will also be integrated into Science through the use of graphs, charts, or drawings to show findings. Students will regularly be required to orally articulate their findings.

In addition, at RLS we believe that students need to be exposed to their natural world. There are a plethora of things that can be learned from students spending time in nature, which is often difficult for many of our students as they grow-up in an urban environment. Consequently, a unique and important component of RLS science curriculum is exposing our students to overnight camps. These camps occur in 4th and 5th grades and some occur in 3rd grade as well. Through partnerships with several nature organizations, we are able to expose our students to several important scientific standards and help them gain a deeper understanding of these concepts.

Extended Analysis Project:

All 5th grade students complete an independent or group learning project before graduating from 5th grade at RLS. We call this the “extended analysis” project and make explicit connection for students between this project and the thesis projects that some college students complete in order to graduate from a four-year university. Recent student-developed project titles include: “Greek mythology is important to the development of a modern society;” “Pitbulls are not a danger to society and should not be restricted;” “We should all drive energy-efficient cars;” “Video games do not have to have a negative impact on society;” and “We must protect the rain forests”. For this project, students have the opportunity to work one-on-one with an adult mentor to conduct research and analysis on a topic of their choice. Students must develop and articulate their own “thesis” or stance. The goal of this assignment is to provide students with a deeper opportunity to explore areas of learning not pursued in depth during time at RLS.

Data Driven Instruction

Assessments

All students are assessed within the first four-six weeks of the school year in order to determine performance relative to grade level standards and national norms. This is a critical step in the school and teachers’ ability to immediately begin to personalize instruction for Rocketeers. RLS will use a suite of math and literacy assessments such as the NWEA MAP assessment, the STEP literacy assessment, math and ELA benchmark assessments, and bi-weekly formative assessments aligned with the CCSS created via Illuminate. All of this data is used to identify our students who fall into the Below Basic or Far below Basic quintiles as well as identify the overall

achievement level of each student, and consequently, the appropriate levels of instruction and groupings.

RLS uses both the NWEA²⁹ and the STEP³⁰ assessment developed by the University of Chicago. The former allows us to measure our students' proficiency against national norms for CCSS performance, and the latter provides teachers with a granular breakdown of students' reading ability, both in what the CCSS terms "fundamental skills" and in general comprehension skills. These assessments drive decisions about whether students need additional classroom support or tutoring.

RLS students, parents, and educators understand what students are learning and enable students to set and meet goals linked to CCSS-aligned standards and assessments. Near the beginning of the year, teachers use standardized test data and data from the NWEA assessments to understand the baseline achievement of their students along with specific areas of strength and weakness. To assess whether students are on track to meet their growth goals during the year, we administer the NWEA assessment at the beginning, middle and end of year. We also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math.

Quarterly Data Days

Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RLS will have a full day of professional development that is focused on the analysis of the interim assessment data.

As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. This exercise then leads the teacher to begin to identify specific 'focus' students that are within these 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 that they are intended to accomplish within the next four weeks and eight weeks (these goals are also entered into the Professional Growth Plan (PGP)). The teacher then begins to develop an instructional plan for these specific students, which is intended to be applicable to all students that are facing similar challenges. However, this specific plan is intended to ensure that the student will realize the goals that have been set for them in the next four and eight weeks. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group.

Goal Setting

After teachers analyze the data from diagnostic interim assessments during quarterly data days, students and teachers work together to set and/or revisit goals to help ensure that all students are on track to meet their growth goals in both ELA and math during the school year.

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

²⁹ <http://www.nwea.org/>

³⁰ <https://uchicagoimpact.org/step>

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. Students and teachers discuss goals so that students can understand the progress needed. In addition, students set weekly goals for their individual learning practice on Online Learning Programs (OLPs).

Below we describe the process for individual goal setting for both overall learning goals and goals for OLPs use:

- **Overall learning goals:** Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA and math benchmarks, as well as sight word recognition, progression in STEP reading levels, letter/sound mastery, and more. All of these assessments are aligned with the Common Core State Standards. Each teacher defines his or 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 “rocketships” to align with school mascots.
- **Online Learning Programs goals:** Each student sets individualized goals for the week in their Online Learning Programs (OLPs) Log. These goals focus on progress planned for each student during computer-based learning experiences. The OLP Log is designed to help students set and track progress toward their individual goals and 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. Students write their goals in the OLP Logs, which are kept in the Lab for fall semester. In the spring, as a reflection of their ownership of their progress, students in grades two through five begin to keep track of their own OLP Logs second semester.

At Rocketship, we celebrate progress toward individual student goals. Every week during the Rocketship Launch/Landing Time, 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.

Rocketship highlights the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools as pre-kindergarteners. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g., “Spartans” for San Jose State University). 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.

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 three times annually.

Data Tracking Tools

Illuminate

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

Schoolzilla

Rocketship uses the cloud-based Schoolzilla data warehouse and reporting system to collect and organize student data. This system provides reporting toolkits and beautiful, easy to use reports and dashboards that are accessible and informative for educators. The reports translate simple data into actionable information that educators can use to modify their instructional approach. 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 facilitates 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. As the diagram below indicates, Schoolzilla enables teachers to further individualize instruction during a student's tier II Response to Intervention (RtI) sessions with ILSs. At the end of tier II sessions, tutors can leave notes regarding a student's progress, in order to provide teachers with more timely updates as well as update them during Common Planning Time, which occurs daily with ILS staff and teachers within a grade level. Both ILSs and teachers are then able to make better use of tier II sessions, to assist each child with his/her specific learning needs. More timely, targeted interventions help to accelerate each student's progress and increase the likelihood of successful remediation. Content from the RtI tab is automatically linked and integrated with the student's Individualized Learning Plan.

Approximately every 6-8 weeks our teachers reassess to show student progress. This is translated visually by the staff into data displays for each class, showing which students fall into each quintile from Far Below Basic to Advanced. This data is then used to adjust classroom instruction and to identify students in need of more focused support to make adequate progress.

Teachers will also collect data from Schoolzilla which enables educators to sort and identify students into different small groups, by using different criteria. Teachers will also collect data

from the universal screens at a macro and micro level. They then use this data to select and group students for intervention.

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. Assessment data is then used by teachers and school leaders to assess students' learning proficiencies and remediate their deficits.

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.

Key benefits of the data analysis that Schoolzilla provides include:

- Real-time feedback on student progress. Real-time assessments from online curricula and external online assessments—are available for teachers to track and prioritize each student's progress.
- More effective lesson planning. Dashboard information gives teachers useful content and context for planning lessons based on students' current levels, enabling teachers to re-allocate instruction time for key topics, and regroup students based on mastery, as appropriate.
- More targeted, personalized instruction. Teachers have a larger, deeper “basket” of resources to deploy for personalized instruction and student achievement. Having more resources at hand (without adding complexity) gives teachers more options to help students succeed.
- Data-driven assessments of teacher effectiveness. Teachers and administrators have access to more assessment data. With more ways to assess students, teachers gain more insights into the effectiveness of their teaching methods and practices.

Through the purposeful integration of Schoolzilla with data analysis professional development days, teachers at RLS are able to fully analyze their student achievement data and progress. Moreover, following this analysis, they are quickly able to find solutions and next steps involving the multiple resources (ILSs, online curricula, in-class objectives/interventions, focusing on a particular instructional objective with the Assistant Principal, etc.).

Intervention Learning Plans

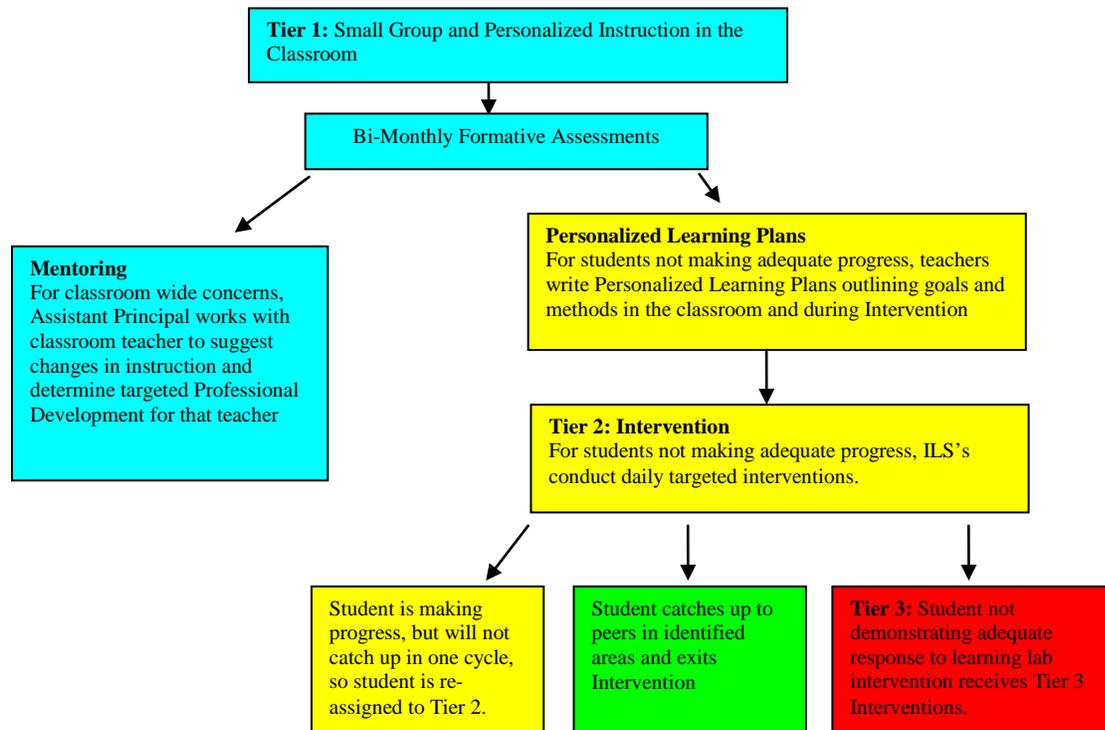
Teachers and school leaders determine intervention plans for groups of students in intervention. They use assessment data to determine measurable goals that are realistic yet ambitious for a 6-8 week period, classroom modifications, computer curricula focus, and explicit goals and their corresponding practices for ILS's to accomplish with each student.

Assessment data, RtI content and the integration of results from online learning programs are important inputs into this plan.

Response to Intervention

Response to Intervention (RtI) describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three core components of RtI: “(1) application of scientific, research-based interventions; (2) measurement of student’s response to these interventions; and (3) use of RtI data to inform instruction” (Tom Green). The term RtI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states; “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures...”

RLS’s Three-Tier Response to Intervention Approach



RtI Rationale

Discontent with the IQ-Achievement model as a means of identifying students with learning disabilities stems from three major deficiencies with this model—the unreliability of discrepancy scores, the inability of IQ scores to predict student potential, and high misidentification rates (Vaughn, Linan-Thompson, and Hickman 2003). Along with these deficits, the IQ-Achievement model usually identifies students after they have experienced academic failure. This remedial approach to intervention stymies more preventative measures and frustrates service providers who are forced to wait for students to fail before intervening. *Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children*, Torgeson (1998) summarizes the research base that echoes these frustrations, “One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely

catch up...And the consequences of a slow start in reading become monumental as they accumulate over time” (pg. 1). Instead of a remedial approach to intervention, RtI focuses on the prevention of learning difficulties by providing early intervention before students experience academic failure. With mounting evidence from both basic and applied research indicating the effects of a remedial approach to service provision and special education eligibility criteria, the preventative approach employed by RtI seems a more viable alternative.

Core Components of RtI

RtI describes a team-based, systematic process in which staff provide early intervention. The efficacy of this instruction is assessed using frequent progress monitoring, which in turn informs decision-making (Vaughn, Linan-Thompson, and Hickman 2003). The most frequently used service delivery model is the three-tiered model. In Tier I, general educators use a research-based core curriculum. This first level should ideally provide adequate instruction for 80% of students. If a student does not ‘respond’ to this primary intervention, the student receives Tier II services. Tier II services supplement the core curriculum and provide students with extra practice using a research-based intervention in letter-sound correspondence, phonological awareness, fluency, vocabulary, and comprehension. Tier II interventions can either be provided in a general education or in a pullout setting, supporting 10-15% of students school-wide. If a student receives Tier II services and continues to need support, as measured by frequent progress monitoring, the learner moves to Tier III. When a student moves to this level of service and doesn’t demonstrate adequate progress, a special education evaluation may be conducted to determine eligibility for formal special education services (National Joint Committee of Learning Disabilities 2005).

Other Potential Benefits of RtI

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 identification of students with learning difficulties. For example, students with diverse backgrounds are often overrepresented in special education (Department of Education 2007), and this model could help ameliorate this longstanding problem. 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).

Not only can RtI help increase equity in schools, it may also promote collaboration and shared responsibility between service providers. RtI, when preceded by an equalization of funding, training, and support, may help break down the historical barriers between general education and special education. This approach also offers general educators the ability to use “instructionally relevant” data beyond standardized test scores. Teachers and staff members could utilize a variety of assessments, including curriculum-based measurement, district-wide benchmarks, and teacher created measures to assess student growth (National Joint Committee of Learning Disabilities 2005).

Rocketship Education Response to Intervention Model

Revisions to the Elementary and Secondary Education Act (NCLB) and the Individuals with Disabilities Education Act specifically allow coordination of all general education, categorical and special education services. Although the state of California still uses a traditional, separated categorical and special education organizational structure, federal law and implementing regulations, along with precedent in other districts in the state of California, are currently interpreted as allowing coordination of services under Response to Intervention.

The Rocketship Response to Intervention model is intended to systematically coordinate regular and special education assessment and services to below grade level students. The purpose of the model is to provide 3-tiered assessment, intervention, and support to all at risk students as early and effectively as possible, consistent with the RtI model. The expected outcome is that, over time, more students would progress from at risk status to functioning within a normal range for grade level standard, and far fewer students would ultimately need formal special education assessment and service. This model is also intended to address the achievement gap between below grade level English Learners, Learning Disabled students, economically disadvantaged students, and students of color; and white and Asian, English speaking, economically advantaged students. A growing body of research supports the contention that coordinated, intensive, early intervention promotes advanced and equitable student achievement.

The RtI model is designed to coordinate assessment, instruction, and evaluation and coordinate all available support and instructional services for below grade level students. It is designed to make more efficient use of existing resources—time, money, materials, expertise, and staff—to better address the needs of below grade level students.

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. Assessment, instructional strategies and materials, schedules and groupings, and RtI team makeup may vary from site to site depending on the instructional needs of the students and the expertise of the staff.

Essential Elements of Response to Intervention

There are, however, several necessary elements of the educational program that are essential to successfully implementing this model, including:

- 1. Consensus Building: A professional, institutional commitment to all students meeting or exceeding grade-level standards.** Staff must truly believe and be willing to put into practice the belief that all students are capable of meeting or exceeding grade level standards.
- 2. Universal Screening and Progress Monitoring: The use of data-driven decision-making to inform instructional decisions, allocation of resources, and instruction.** Staff must initially assess all students upon entry into school, and assess student progress on an ongoing basis, at a minimum three times per year, collect the data, analyze the results, and design instruction to meet current student need.
- 3. Early Intervention: A commitment to systematic early literacy instruction.** Intervention must begin at the earliest possible opportunity, in most cases upon beginning Kindergarten. An extended or full day Kindergarten program is essential for full

implementation of the model. Kindergarten and primary grades staff must be trained in and provide highly effective pre-literacy and literacy instruction. Support staff, both remedial and special education, must be trained to provide effective and developmentally appropriate assessment and instruction at the Kindergarten and primary levels.

4. **Collaboration between all instructional staff.** Regular classroom teachers, remedial and support staff, and special education staff must meet regularly to examine assessment data, determine appropriate instructional strategies based upon that assessment data, develop plans and schedules for instructional groupings, and re-evaluate progress on a regular basis.
5. **Understanding that support and instruction for at risk students must supplement, not supplant, regular classroom instruction.** Response to Intervention suggests a 3-tiered model for support. Optimal support and intervention for below grade level students starts in and continues in the regular classroom. Regular classroom teaching staff must commit to differentiating instruction to most effectively address the needs of below grade level students in the regular classroom. If additional support and instruction by support and special education staff is needed, or if special education services are warranted, differentiated instruction must continue in the classroom in coordination with support and special education services. All at risk students should receive basic skills instruction in the regular classroom, by support staff, and in an extended day setting. For greatest impact all of these services should be coordinated.
6. **Commitment to long-term professional development.** Current staff seldom has the professional knowledge to fully implement all aspects of an effective instructional program for below grade level students. The school as an institution must commit to identifying effective instructional strategies and providing the professional development to train staff to use those strategies.

The Response to Intervention Team

The work of the Response to Intervention program is guided by a Response to Intervention Team. This team provides coordinated staff work to assess all students upon entry into the school, determines need for all students assessed as below grade level, assigns services and develops schedules, and monitors progress. The RtI Team is led by the Principal or Assistant Principal and school psychologist, and also includes the Individualized Learning Specialists, general education classroom teachers, and any and all staff providing direct instruction or service to below grade level students.

Members of the RtI Team meet regularly to guide the work. The meeting time is essential to train, assess, analyze data, determine instructional needs, obtain materials, and develop schedules and instructional groupings and assignments.

The Student Support Team focuses on individual at risk students within the greater context of the whole school RtI program. This focus fosters collaboration between the regular classroom and all support and special education staff and services. The significant revision of Student Support Team guidelines and procedures must be addressed in the Response to Intervention model.

Assessment-Universal Screening and Progress Monitoring

All students are assessed upon initial enrollment in school. Using universal screens such as the STEP assessment, NWEA MAP, and/or AIMSweb, students are identified for RtI eligibility. Please also see Element C below.

This data collection and analysis process requires the implementation of a school-wide assessment, collection, and analysis system.

Eligibility Criteria

All students assessed as currently below grade level standards based upon the data from the multiple assessment tools are eligible for services under the RtI model. All law and policy guidelines for other eligibilities (special education and English Learner) must be adhered to, but are secondary to determination of relation to grade level standards. These legal and policy guidelines are no longer the highest priority for determination of need for service. The Response to Intervention Team uses current assessment data to determine need based upon relation to grade level standard, to develop instructional and support strategies, and as the next priority to determine eligibility for formal special education services.

Provision of Services-Instructional Strategies and Materials

RLS's school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. For students determined upon initial assessment to be below grade level standards, the Response to Intervention Team employs the three-tiered approach and determines appropriate service and staffing. Delivery of service is in the least restrictive, most appropriate setting: general education classroom by the general education classroom teacher; general education classroom supported by additional pullout instruction, both augmented by extended day instruction; or a specialized inclusion program. Instructional strategies will include best practices as determined by the RtI staff. This approach requires a very high degree of collaboration and coordination between the general education classroom teacher and support staff. Regular grade level planning team meetings, staff meetings, and RtI team meetings may be used to support the collaboration necessary to plan coordinated instruction. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress.

The first tier of intervention is in the classroom. Guided reading groups will often be used to deliver these more individualized objectives during normal classroom instruction to all students, while teachers will also run small skills-based groups for students in need of tier I interventions. The second tier of intervention in Learning Lab will be a daily small-group intervention with a group of students with similar needs. If classroom modifications and tier II interventions fail to help a student make adequate progress, students will receive tier III interventions. At this stage, students may enter the IEP process. Our IEPs reflect academic goals aligned with the school's goals for that grade level. Providing these three levels of intervention allows RLS to serve the most struggling readers more effectively than traditional elementary schools.

Tier 1 General Education Classroom:

Teachers use researched-based curricula with all students in such a way that at least 80% of students should be able to access and master the skills and concepts taught. Teachers formally assess student progress after 8 weeks of instruction. Students who do not respond adequately to

the initial instruction receive additional modifications and support in the general education classroom. These modifications may include adjustments in intensity, duration, and frequency of instruction. Teachers may meet with smaller groups more often for longer periods of time. Teachers may adjust instructional strategies and materials as well.

Regular classroom reading programs use a balanced literacy approach with regular guided leveled reading. Regular classroom math programs use Singapore Math, supplemented by a variety of direct instruction support programs. Tier I interventions include increased frequency of small group instruction, including flexible, skill-based small groups in the regular classroom.

RLS offers all students the opportunity to participate in our Learning Lab daily. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction.

Tier II Continued General Education Classroom instruction supplemented by support services instruction:

Students that are not responding adequately to Tier I instruction, even with accommodations and modification in the general education classroom, or who are identified as significantly below grade level in the first round of assessments, are then assigned to a period each day that includes significant small group tutoring (intervention) time. During this time, they work directly with an ILS on the specific skills they are lacking. ILSs are provided with a very specific 8-week plan, designed by Rocketship Education, consisting of evidence based interventions, using strategies and approaches to get students to meet their target at the end of 6-8 weeks. In 6-8 weeks, when we assess again, we measure to see if meaningful progress has been made by the intervention students. If the student still is not making adequate progress, we may conduct a Student Support Team meeting to discuss additional supports for the student.

Tier III The Response to Intervention Model and Special Education:

If the student fails to make progress in both Tier I and Tier II interventions after 2 cycles (16 weeks), they enter into Tier III interventions, which may result in a recommendation that the student begin the Special Education assessment process. Because RLS will be an LEA for Special Education purposes, a majority of our special education professionals work directly for RLS, including paraprofessionals and resource specialists, giving us more control to ensure that Special Education students' Individualized Education Plans are aligned with the academic goals of the school.

The Response to Intervention model is consistent with the program requirements of recent revisions to IDEA, Federal Special Education law and policy, and implementing regulations. The state of California has not yet adopted regulations consistent with Federal law, but expert advice in the field counsels us not to wait for these regulations. Districts all over the state are successfully, legally implementing RtI models. Referral for assessment for eligibility for formal special education services may be made by the Response to Intervention Team meeting as a Student Support Team at whatever point the team determines that failure to respond to intervention warrants such a referral. On the other end of the spectrum, students who make progress towards meeting grade level standards may be moved to less intense instruction. The RtI model provides a coordinated process for effectively moving students out of special

education services to less restrictive settings. Upon meeting or exceeding grade level standards, students are moved to transition support service and monitored by the RtI Team as they receive instruction solely in the regular classroom. The RtI Team maintains assessment data on all students served to ensure student success and to analyze data to determine effectiveness of the instructional strategies and materials used. The RtI Team is also responsible for ensuring compliance with all special education and English Learner legal requirements.

Special Education Caseloads and Instructional Settings

Under the Response to Intervention model, special education staff serves all students who are assessed as needing most intensive services, regardless of legal eligibility for special education services. Legal caseload limits for Speech and Language Therapists and Resource Specialists must be respected, but it is expected that special education staff will serve both legally identified special education students and students not legally identified for service. In all cases, the Response to Intervention Team will determine the most appropriate instructional setting.

Professional Development and Materials

All instructional staff requires training in highly effective instructional strategies. The Rocketship Response to Intervention model provides for necessary high level professional development. Please see “Professional Development” section below for additional detail.

English Learners and English Language Development

We recognize that historically English Learners often enter school below grade level. Thus, it must be a high priority to accurately identify the educational needs of these students as early as possible and provide appropriate instruction, both in the regular classroom and in pullout, depending upon the necessary intensity of instruction. It is also essential to recognize that below grade level students may very well have both English Learner and other instructional needs, and that early provision of service takes precedent over eligibility issues. If the student is below grade level, for whatever reason, the RtI Team should determine appropriate service.

Outcomes

All current research supports long term educational and cost effectiveness of early, coordinated intervention for below grade level students. The model holds great promise for such effect. The expectation is that over time a greater number of students will make adequate progress toward meeting grade level standards, and fewer students will require formal special education referral, assessment, determination of eligibility, and formal special education services.

<i>Calendar Attendance and Instructional Minutes</i>

The number of days in RLS’s academic calendar will match or exceed the academic calendar for the district of location. The school year will contain at least 175 instructional days.

RLS parents/guardians will be responsible for sending their children to school and providing an explanation for absences. RLS will have attendance policies to encourage regular attendance and to report trancies to appropriate local authorities.

Bell Schedule and Instructional Minutes

RLS school days will run from approximately from 8 a.m. to 4 p.m. (varies slightly depending on grade level). The number of instructional minutes offered for all grades will meet or exceed the State’s requirements in Education Code Section 47612.5(a)(1). This table delineates subject areas (including Learning Lab, but excluding lunch and recess) and approximate minutes by grade level; however, RLS educators reserve the right to adjust students’ instructional minutes in each subject, and instructional method, based on their personalized learning needs.

	Humanities	Math/Science	Learning Lab and Enrichment	Launch/Community Classroom Meeting	Total Daily Minutes
K	170	85	125	40	420
1	180	90	130	40	440
2	180	90	130	40	440
3	190	95	135	40	460
4	190	95	135	40	460
5	190	95	135	40	460

Teacher Type	Number of Teachers (2015-2016)
Humanities Teachers (ELA, Social Studies/ Science)	11
Math/Science Teachers	6
Integrated Special Education Teacher	2

RLS’s teacher staffing levels are based upon enrollment projections. 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 no more than 28:1. Using our 2015-2016 Kindergarten class, we can explain how those ratios are achieved. Table A of the Financial Narrative (Appendix BO-1) shows that we will enroll 112 Kindergarten students in 2015-2016. At any given time throughout the day, 28 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 I, shows that we will hire three certificated Kindergarten teachers in 2015-2016. The remaining 84 students will be split between those three teachers, receiving instruction in core academic subjects. This results in a classroom student/teacher ratio of 28:1.

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 RLS. Initially, one may assume that with 112 students in a grade level (Appendix BO-1, Table A) and three credentialed teachers (Appendix BO-1, Table I) that the ratio is 37:1 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 year one, RLS plans to enroll 112 students. This grade level will then be divided into four homerooms or cohorts of students ($112/4=28$). These cohorts of students will then rotate to their separate classes and remain with the same homeroom of 28 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 28:1 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 28:1 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 I) within this grade level, again at a 28:1 ratio. This cohort of students will spend 85 minutes in this class. The final cohort of students are in the Learning Lab at a 28:1 ratio as well with an Individualized Learning Specialist, a highly qualified tutor, that guides this class through online learning, tutoring, active reading. The Individualized Learning Specialists and Learning Lab are overseen by one of the school's Assistant Principals.

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 28:1. 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 RLS will be able to ensure that student: teacher ratios remain at a level of 28:1 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.

This Rocketship instructional model employs a mix of qualified instructional staff including Teachers and Individualized Learning Specialists (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. ILSs are engaged in non-core academic instruction taking place in the Learning Labs, which is overseen by one of the school's Assistant Principals. As mentioned above, while instruction in core academic subjects is being delivered, there are generally no more than 28 students working with a certificated teacher. With regard to overall ratios of instructional staff to students, Appendix BO-1, Table H shows that in 2015-2016 the school will hire a total of 22 instructional staff for an enrollment of 498 students, resulting in a school wide student to instructional staff ratio of 23:1. Appendix BO-1, Table H also shows planned staffing levels

across the school for Years 2 and 3, and Appendix BO-1, Table I provides detailed staffing projections on a grade-by-grade level for Years 1-3.

Staffing Model and Professional Development

Recruiting, selecting, onboarding, developing, and evaluating educators and leaders is central to Rocketship's vision that all students graduate from grade five performing at or above grade level, prepared for success to and through college. We have a foundational support system to ensure teachers and leaders are well equipped to drive student achievement.

Key elements of the human capital development process at Rocketship today include:

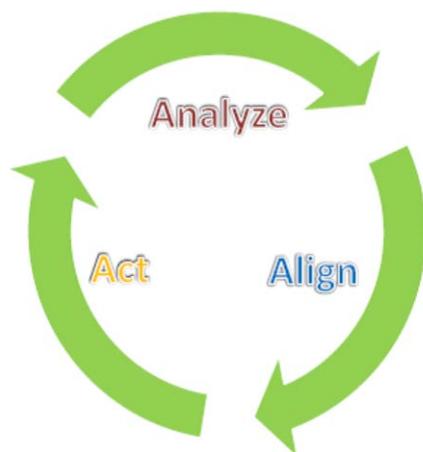
- **Recruitment:** We develop a broad pipeline of educators and principals by cultivating candidates through diverse channels such as local college career fairs, Teach for America, referral programs for our current teachers, and use of social media and webinars. We hold open houses for candidates to 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.
- **Selection:** 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 the central office. Principals are empowered to select and staff their own schools, ensuring that they hire candidates that are a good match for their school. Assistant Principals are hired as principals in training, and most are part of our leadership development program, which prepare these leaders to become school principals. We assess both student achievement and the candidate's track record of success in leading adults, often as a grade-level lead or serving as another type of coach or mentor to other adults. We most frequently hire principals from our experienced Assistant Principal pool as they have been trained to become Rocketship Principals. Hiring decisions are made through a committee process which includes steps such as school and classroom observation and debrief, leading a staff or parent community meeting, reflecting on student achievement data, and interviewing with current Rocketship Principals as well as Rocketship central office staff.
- **Onboarding:** Each summer, RLS will host an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. A central component of our school model is a strong school culture. RLS's 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 planning, including daily lesson plans, unit plans, and yearlong plans. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques for use in the classroom, 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 RLS 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.

- **Staff development:** The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RLS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. Our coaching cycle provides a format and process for our teachers and their supervisors to work together in pursuit of increased teacher effectiveness. Assistant Principals or Principals meet once every 2 weeks one-on-one with each teacher and participate in grade-level meetings. Four times per year they discuss their Professional Growth Plan (PGP) (described in more detail below).

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. Example topics from the 2013-2014 school year include: analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, unit planning using the Understanding by Design framework, 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, so frequently our teachers learn from each other. We bring in outside specialists to provide support as needed. Some examples of our outside partners include Project GLAD (Guided Language Acquisition Design) leaders who work with our teachers on strategies for working with English Learners throughout a six day training and RAFT (Resource Area for Teachers) trainers to do tutorials on hands-on math and science instruction.

Figure A-1: Coaching and Development Cycle



	Analyze	Align	Act
Purpose	To identify the most pressing gaps in the classroom to inform the focus areas for the coaching cycle	To ensure teachers know their strengths and areas for growth, are invested in their development and capable of reflecting on their practice independently	To develop teachers in the most efficient and effective manner and in a way most aligned to the teacher's learning style and readiness
Target Outcomes	*Determine coaching priorities *Provide teachers with observation notes and data on their practice	*Recognize progress *Facilitate problem-solving *Identify next steps	*Build knowledge, skills, and mindsets
Frequency**	*Approximately once a week	*Approximately once every two weeks	*Approximately once a week
Length**	*Roughly 30-45 minutes	*Roughly 30-45 minutes	*Roughly 60-90 minutes (depends greatly on the strategies chosen)

Rather than focusing on the time recommendations, it's best to allocate whatever amount of time is necessary to achieve the target outcomes. Coaches will likely extend or shorten these times based on the needs of the individual teacher.

Professional Development

At RLS, we believe that professional development is a critical component to the success of our teachers and staff, but more importantly, it is a critical element to student achievement. Rocketship Education's professional development model involves multiple resources, which are detailed below.

Teachers at RLS will be focused on developing a deep understanding behind the Charter School's approach to their subject areas. Typically, the learning objectives will include:

- a focus on the pedagogy which shapes the curriculum in their instructional focus areas (literacy/social studies/science and/or math/science)
- a focus on the organizational culture, values, and leadership skills necessary to lead students and families to extraordinary outcomes (Rocketeer Core Characteristics)
- an understanding of the instructional techniques used and how to use them, especially through the Professional Growth Plan ("PGP")
- building an understanding of how to use student data to identify learning challenges, especially during Data Analysis Days
- developing techniques for personalizing their planning and instruction

- observing excellent schools or instructors and learning their techniques/strategies
- investing students and families in the attainment of ambitious academic growth goals

To develop the necessary subject expertise for our teachers as well as provide ongoing support for Assistant Principals, Rocketship Education partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in Literacy and Math. Currently, these organizations include Project GLAD, Santa Clara County Office of Education, Doug Lemov with Uncommon Schools, Real Time Coaching with Lee Canter, Lucy Calkins, Project Cornerstone, and various other organizations as well. 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.

Summer Professional Development

Professional development at Rocketship Education begins approximately three weeks prior to the start of school, typically in late July-August. During this time, the schools focus on various items, including school culture, classroom management, planning (daily lesson plans, unit planning, and year-long planning), building culture within the school team, home visits and parent investment/empowerment, instructional techniques, and data. These first few weeks in the summer create a critical foundation for the staff at a school to build a collaborative culture of trust, but to also focus in-depth on creating a strong school culture and aligning on school and grade level goals for the year. Moreover, this additional time in the summer grants the Assistant Principal and Principal the opportunity to better onboard new RLS staff or new teachers in general. Thus, better equipping them with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress, and granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives for the year. This additional time solely reserved for professional development ensures that Rocketship schools are able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one.

Yearly Professional Development

In addition, RLS's commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. There are several days set aside during the calendar year that are solely focused on professional development, which also include an annual staff retreat, and moreover, each week, two and a half hours are reserved for professional development as well. This means that more than 250 hours of time is set aside throughout the calendar year for staff professional development as an entire team or school. The professional development that occurs is facilitated and organized primarily by an Assistant Principal at each school site. The Assistant Principal has access to a professional development scope and sequence that provides each school with a suggested timeline for introducing, learning, and practicing key components of our instructional model and the RLS professional development program. This scope and sequence is also differentiated by teacher experience level. However, the Assistant Principal and school site retain the ability to deviate

from the scope and sequence map in order to address more immediate or local needs of the school site. These may include items like preparing for a WASC (Western Association of Schools and Colleges) visit, addressing a school culture item, reviewing local school data and addressing any local instructional needs, and various other items that may arise.

The RLS summer training and various professional development days throughout the annual calendar set the stage for new areas of focus for teachers. For example, before the beginning of the school year and for the first few weeks of school, the literacy focus is on setting up the classroom, classroom management, creating literacy centers, and managing guided reading groups effectively to get a fast start on building students' literacy. Within these focus areas, a more junior teacher may initially be focused on classroom management and will be ready to begin the transition of focus to guided reading in October. However, a more experienced teacher may already be prepared to manage guided reading as they have mastered classroom management and setting up their classroom. In subsequent professional development days, new topics are introduced focusing on issues like guided reading time effectively to achieve goals like reading a new book each day with students. These focus areas differ throughout each year based upon the experience level of teachers and their immediate needs.

Professional Growth Plan

The core of Rocketship Education's professional development is the Professional Growth Plan. The PGP is a tool that includes various components of instruction that are critical to student achievement. The first component of the PGP is the school goals, grade level goals, and data from interim assessments. Data is the driver of the PGP in that it ensures that the teacher, Principal, and Assistant Principal are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that students realize these annual academic goals. The next component of the PGP is the Rocketeer Core Characteristics. These are the five core characteristics (Community, Innovation, Pursuit of Excellence, Authenticity, and Tenacity) that are at the foundation of the culture of RLS. These core characteristics are an important part of the PGP as RLS is focused on developing great teachers, which requires not only instructional knowledge and development, but also further development and alignment with the core characteristics of what makes a teacher successful at RLS. The core characteristics are then followed by specific instructional components that are critical to student achievement. These major components are outlined in the Vision of Excellence and each has been strategically decided upon and created based upon other teacher development rubrics, including the California Teaching Professional Standards, Teaching as Leadership rubric developed by Teach for America, Charlotte Danielson Framework for Teaching, and others. In addition, the sub-components of each section have been decided upon and based upon successful professional development resources like Lemov Taxonomy, Project GLAD, Lee Canter, and various other resources. The PGP includes all of these items and attempts to introduce them in a manner that is scaffolded. For example, a new teacher may first focus on setting goals and creating a daily lesson plan while a more experienced teacher who has mastered planning, classroom management, and differentiation is more able to focus on the leadership skills that will be required of them to emerge as a lead teacher or other position like an Assistant Principal or Principal.

Every teacher at RLS has a Professional Growth Plan that is focused on their professional growth and development as a teacher and is personalized to their needs. The creation of the PGP begins with a teacher's coach observing a teacher multiple times in the beginning of the year and gathering their student data, which then begins to indicate the focus areas for this teacher. The coach then meets with the teacher in a one to one (1:1) meeting, which typically occurs every other week, but may occur more frequently for newer teachers. During this meeting, the coach collaboratively selects up to three sub-components of the PGP with the teacher to focus on for the next coaching cycle. Thus, the teacher, Principal, and Assistant Principal have a much more discrete skill to focus on in developing, observing for, and coaching. Following the subsequent interim assessments (occur approximately every 8 weeks) the sub-components focus may change based upon student data and Principal/Assistant Principal observations of the teacher's instruction.

Assistant Principal

In order to fully implement the Professional Growth Plan and professional development of teachers, RLS has two Assistant Principals. The Assistant Principal is a former teacher who serves as a mentor for all RLS teachers and who focuses on professional development of staff members and the Response to Intervention program. The Assistant Principal also oversees Individualized Learning Specialists and the Learning Lab. Thus, a majority of the Assistant Principal's time is spent on professional development and focuses on the coaching of teachers and teacher development methods. While Assistant Principals are by definition masters of their academic area, successfully coaching other teachers is a completely different skill than successfully teaching children. While we believe that our Assistant Principals will have already shown a predisposition to coaching based on the positive evaluations they had to receive from peers in order to be promoted, we will provide extensive professional development for new Assistant Principals to help them learn our academic systems and the best techniques for mentoring their associated teachers. It is also crucial that Assistant Principals stay current in their field both through internal professional development, external professional development opportunities, and by being involved in professional organizations like the International Reading Association and National Council of Teachers of Math.

The Assistant Principal invests in the professional development of teachers to meet their PGP goals using multiple methods. These methods include pre-conferences prior to a lesson, observing lessons, videotaping lessons, post-conferences after a lesson, regular one to ones with teachers to reflect on their practice, modeling lessons, co-teaching, and various other techniques as well. Another method of professional development that Assistant Principals have access to is called Real Time Coaching. This method of coaching involves a teacher placing an 'ear-bud' or microphone in their ear. An Assistant Principal (or Principal) then coaches the teacher during instruction by giving directions to the teacher through a walkie-talkie while sitting in the back of the classroom and observing the class. This form of professional development has been a great resource to both Assistant Principals and teachers in that it provides real time information and instructions to teachers that allows them to instantly modify their instruction and learn beneficial instructional techniques, rather than having to wait for a post conference or follow-up meeting.

The Assistant Principal is also responsible for planning ongoing professional development on a weekly basis. One day a week shall be a minimum day, allowing the staff to come together for

two and a half hours of professional development and/or collaboration time each week. Assistant Principals plan for and facilitate these meetings, including such topics as data reflection, investing families and students in growth targets, improving management strategies, or simply sharing resources and planning for the next Social Studies or Science unit.

Other Professional Development Activities

RLS offers additional professional development activities for staff as well. These activities include providing teachers with a substitute and thus, the opportunity to observe other teachers within the Rocketship Education network or even at another school. In addition, outside professional development providers are brought to schools depending on the needs and resources of a school. Teachers are also given the opportunity to apply to be grade level lead teachers, which provides additional professional development in the area of leadership, but also allows teachers to grow in other areas as well such as leading grade level meetings, providing mentorship to new teachers, helping to facilitate professional development days, organizing parent involvement, and many, many more activities.

Career Progression

To retain as many effective educators as possible, develop teachers and leaders to take on new positions as we grow to serve more students, and extend the reach of our most effective educators, we provide opportunities for educators to progress in their career by taking on new and different responsibilities. From Individualized Learning Specialist, to classroom teacher, to grade level lead, to Assistant Principal and Principal, we are focused on making teaching a sustainable, enjoyable, and well-compensated career. We have specific programs and supports for grade level leads as a step for an experienced teacher and have a robust training program to train and develop school leaders.

We also believe that in order for teaching to be a viable and more robustly pursued career by the most talented individuals in our communities, there has to be a career path that recognizes a teacher's ability to consistently make significant gains with significantly increased pay and responsibilities. Thus, at Rocketship, we have implemented a merit based compensation structure that ensures that all teachers are able to more aggressively realize increased compensation based upon the student achievement outcomes, rather than being constrained by a 'tenure' system or something similar.

In addition to merit based compensation, Rocketship has created 'lead teacher' positions, which allow the most successful teachers within Rocketship the opportunity to further support, mentor, and guide teachers on-campus as well as lead in the work of curricula development and refinement. In addition to this career pathway each school has two full-time Assistant Principals. The Assistant Principals are primarily focused on developing a teacher's instructional abilities and helping them to manage the execution of our academic program through multiple classroom observations, innovative professional development approaches like real-time coaching, co-planning with teachers through the purposeful integration of student data and subsequent groupings, and more. These leadership positions, as well as the Principal role, provide added support for students and families, drive robust professional support for teachers, and provide an attractive career path for teachers. With these pathways available, we believe we will be able to attract top college graduates to RLS who might otherwise pursue careers in law, medicine,

engineering, business and other prestigious professions. Because of the critical importance of rewarding talented and dedicated teachers, each school will spend approximately 50% of its operating budget on administrative and instructional staff compensation.

Leadership Development

Rocketship is not only invested in academic gains and skills for its students, but is also highly invested in the professional growth of its staff. In fact, at Rocketship we believe that it is the mission of the organization not only to realize these academic goals, but also to help develop additional leaders within the organization who can eventually become Principals and Assistant Principals, both to provide compelling career opportunities for our employees and also to meet the demand for more Rocketship schools within the community and in other communities. With this in mind, we have created a multi-year leadership development program, which supports teachers in developing their craft in the classroom and in preparing for possible school leadership roles in the future.

School Leadership Positions

RLS school leadership team is made up of, first and foremost, the Principal. Principals at Rocketship are responsible for the success of the school and their role is defined by the following primary responsibilities:

- Attaining student achievement results (closing the achievement gap)
- Instilling Rocketship culture in students, teachers, and parents
- Coaching teachers to reach student achievement goals
- Developing other leaders to support Rocketship's growth and scale

Every school also has two Assistant Principals, who serve as instructional leaders at the school with primary responsibilities in the following areas:

- Overseeing grade level teams
- Overseeing ILSs and Learning Lab
- Coaching teachers to reach student achievement goals
- Managing staff professional development

Together, these roles make up the educational leadership team of Rocketship schools. Principals and Assistant Principals are responsible for the success of the school (and thus, Rocketship's ability to close the achievement gap.) We also believe that many Assistant Principals will eventually take over established schools, and so we have designed the Rocketship Network Leadership program to build these critical skills and experiences.

The Rocketship Network Leadership Program

The Rocketship Network Leadership program is based on the belief that leadership potential, coupled with intense ground-level experience in our schools, is the best preparation to become a Rocketship leader. Just as the best preparation for teaching is being a teacher, the best preparation for school leadership is being a school leader. With this in mind, program participants will fill real leadership roles in our network including Assistant Principal positions. Program participants first work as lead teachers or Assistant Principals under the direction of current Rocketship Principals. Additionally, Rocketship leadership candidates participate in a comprehensive, rigorous training curriculum that includes 1:1 coaching and workshops from

third-party experts in management as well as instructional and personal leadership. For example, program participants will attend specialized leadership workshops on topics such as effective communication, performance management, and data-driven instruction and make visits to observe high-performing schools throughout the country. Throughout the entire program participants learn through sustained collaboration with other program participants as part of a selective cohort.

Principal Preparation Program Structure

Rocketship leaders train intensively in preparation to run or take over an existing Rocketship school upon program completion. In this year, leaders are based at a single school site, serving as Assistant Principals and becoming immersed in the Rocketship school model. These leaders are responsible for managing and intensively coaching all new and experienced educators in specific grade levels as well as planning and executing professional development. Additionally, they prepare to open and run a new Rocketship school, or take over an existing Rocketship school, in the next year by building community relationships, hiring staff, and creating a plan for their school.

Because we believe that experience is so critical in developing leadership skill and capacity, the Network Leadership program aligns explicit trainings with authentic leadership and management work. The different types of development activities include:

Leadership Experience	Training & Coaching	Start-Up School Activities (Incoming Principals only)
<ul style="list-style-type: none"> • Coaching and support of at least three teachers on staff, representing different levels of experience and in subject areas where Fellow may not be experienced • Additional work streams that address school needs and development areas (e.g. running PD events, overseeing school’s PBIS program, leading parent/community meetings) 	<ul style="list-style-type: none"> • Trainings address the following functional areas: personal leadership, performance management, organizational development, instructional leadership, and operations • 360 feedback protocols to assess personal development areas • Small group trainings with LD staff, regional director, or external facilitators • 1:1 coaching from principal at school site, regional director, and leadership development staff as needed 	<ul style="list-style-type: none"> • Community and family engagement activities (community meetings, home visits) • Staff hiring and engagement (Assistant Principal, OM, teachers, ILS) • Drafting school plan that incorporates additional core value and principal’s own touch on RSED mission as well as day-to-day systems and procedures

Other possible leadership development activities include:

- Shadowing current Principals
- Mentoring at least one staff member at each site

- Teaching model lessons for coached staff members
- Helping to facilitate and plan staff meetings
- Observing online learning and tutoring
- Observing Response to Intervention
- Monthly and at times bi-weekly trainings
- 1:1/Coaching with Regional School Leadership and coaching one rising Assistant Principal (who will be assigned to their school)
- Building the Parent Leadership team for their start-up school

Core Characteristics and Leadership Competencies

In all tracks of the Rocketship Network Leadership Program, cohort members are working to develop a core set of competencies essential for success in a school leadership role at Rocketship. These competencies may be divided into our core characteristics, which we believe should define all Rocketship employees (for our leaders, we place even higher expectations on demonstration of these characteristics) and then additional leadership competencies:

1. Uses Data to Make Decisions and Solve Problems
 - Conducts analysis based on data to define the opportunity and/or identify the problem
 - Addresses problems at the root and provides systemic solutions based on data and evidence
 - Reflects constantly and improves practice quickly
 - Exhibits good judgment and appropriate pace in data-driven decision-making
2. Builds Relationships and Influences Others
 - Understands and integrates diverse perspectives
 - Communicates effectively
 - Engages, invests, and empowers others
 - Collaborates across teams and the organization
3. Operates Productively and Effectively
 - Organizes and plans ahead
 - Uses resources efficiently and runs operations smoothly
 - Manages time and priorities
4. Drives Results through Management of Teams
 - Makes effective staffing decisions
 - Sets vision
 - Manages team towards clearly defined outcomes
 - Fosters accountable and productive culture
 - Develops staff leadership
5. Instructional Leadership
 - Establishes clear academic vision and goals consistent with Rocketship mission
 - Effectively implements individualized instructional model across entire school

- Builds staff capacity through coaching and professional development for all instructional staff
- Drives student achievement through the use of data
- Bases all instructional decision in sound knowledge of content and pedagogy

Cultivating Leadership from Day One

In addition to the Network Leadership Program, Rocketship also recognizes the importance of developing leadership inside and outside of the classroom for all teachers. Our interview and selection process includes authentic tasks that screen for our core characteristics and leadership competencies (listed above). Rocketship maintains a strong partnership with Teach for America, attracting both high-performing corps members and alumni to our network.

While formal school leadership training begins in the Network Leadership Program, we believe that all of our teachers can be and must be classroom leaders. Additionally, we seek to build their leadership skillset from their first days with our organization, both because we know this will make them better teachers and because we want to provide them with exciting opportunities to move into school leadership in the future. With this in mind, all Rocketship teachers receive leadership development support through 1:1 coaching, feedback, and evaluation from their coach.

Teachers may also apply for the grade level lead teacher position, where they play an active role in overseeing grade level work on using data to drive instruction and creating targeted instructional plans to reach all students.

Ongoing Leadership Development

Finally, it is important to note that leadership development does not stop once an Assistant Principal becomes a Principal. The Leadership Development programming involves the ongoing professional development and support of Principals and Assistant Principals once they move into their roles. To date, most professional development opportunities for Principals and Assistant Principals occur in 1:1 meetings with their immediate supervisors and a trained leadership coach. In addition, the Principals receive professional development during weekly Principal Team Meetings (PTMs) and through opportunities with external providers such as GLAD and Real Time Coaching.

Summary

Rocketship Education’s plans for growth and scale depend on having a talented and prepared pipeline of leaders ready to serve as Principals and Assistant Principals. Therefore, it is critical that the organization establish a high-quality and comprehensive system for identifying, cultivating, developing, training, evaluating, and supporting talent from within its schools. Rocketship strongly believes that this investment in building leadership capacity in staff will not only foster a ready pipeline of future leaders, but most importantly, the highest quality leaders for all existing schools.

<i>Special Populations</i>

Academically Low-Achieving Students

As stated above, RLS is designed to serve students who are at risk of achieving below basic proficiency on state exams. Thus, the entire school is focused on serving at-risk students. We will identify at-risk students based on standardized tests and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see Section C for Measurable Student Outcomes, “Measuring Student Progress” for details on the bi-monthly assessments currently planned. We believe that our students will progress from low-achieving to high-achieving during their time at RLS. Through constant data analysis, we intend to isolate specific challenges for each at-risk student and personalize instruction for each of these students to become not just proficient, but advanced proficient achievers on state tests.

RLS will screen the following data to identify at-risk students in accordance with the California and SCCOE guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic (or their equivalents on CAASPP assessment) on the previous year’s adopted standardized test in any one subtest score in Reading and Language Arts.
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please see the section in Student Outcomes titled “Measuring Student Performance” for more information on the assessment methodology to be used.
- Students recommended for academic intervention.

At-Risk Student Outcomes

RLS anticipates that 70% or more of our students will be eligible for free and reduced meals and over 60% will be EL students. Because of these hardships, most of our students are at-risk of failing. Our core program is geared toward students like this.

Strategies to Improve At-Risk Performance

Early Detection. RLS will use the STEP Assessment and initial benchmark assessments to help us identify struggling students within the first four-six weeks of school, and every two months 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.

Family Communication. We will inform the families as soon as we become concerned. We ask that our parents sign a significant Commitment Letter, committing to help their student get through these times. We will share formal strategies parents can use at home to help their child.

Teacher Collaboration Teachers will gather regularly 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.

Focused Instruction. The standard RLS instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. For example, in Writer’s Workshop, there may be a group of second graders still working on the basics of capitalization

and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better story maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.

Direct Intervention. Despite the significant amount of personalized learning built into the RLS curriculum, some students may need more. ILSs will provide direct intervention to the bottom quintile of our students during Learning Lab interventions or during an after-school program.

Ongoing Assessment Data is gathered both through frequent interim assessments performed in the subject areas and daily feedback given teachers from the computers in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention.

A Commitment to Each Student With the most struggling students, an effort is sometimes required beyond any normal day to day instruction in order to help a student achieve. Because of the RLS mission of bringing all students to grade level by second grade and above grade level by fifth, our staff will find ways to help each student succeed in Math, Reading, and Writing. Please specifically reference section describing RLS's Response-to-Intervention Program above.

Academically High-Achieving Students

High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on "Measuring Student Progress" for details on the means of bi-monthly assessment currently planned.

Our gifted students will benefit from the same practices that are helpful to our struggling students. Because our internal systems measure student gains every 6-8 weeks, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages.

1. *Early Detection.* Rocketship will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first four-six weeks of school and monthly thereafter. Please see the section in Student Outcomes titled "Measuring Student Performance" for more information on the assessment methodology to be used. 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.
2. *Differentiation.* Rocketship will use our interim assessments to track a student's work over time for students achieving significantly above grade level. Differentiation will be used with high-performing students to allow teachers to collaborate on best processes and successful past enrichment activities with the student. This will occur both in whole-class and small-group lessons.
3. *Family Communication.* We will inform the families as soon as we have assessed a child's performance. With high-performing students, it will be common for teachers to

give students additional books and work to perform at home to increase their understanding of the subject area.

4. *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.
5. *Focused Instruction* The standard RLS instructional approach will be 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. For example, in Writer's Workshop, there may be a group of second graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better story maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.
6. *Daily Enrichment* For high-performing students, the Learning Lab will be a place where they can read a lot of children's literature and use software that challenge them, even if they are far ahead of the class. We anticipate providing other activities to our high-achieving students during Learning Lab which let them examine the current grade-level themes in more depth. In addition, during daily Enrichment, this may include activities like physical education, art, music, and/or other extension activities for students.
7. *Ongoing Assessment* Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the computers 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 falling off. If they do fall off, this data will be used during teacher collaboration time to think of strategies for this student.

English Learners

OVERVIEW

RLS will follow all applicable laws in serving its EL students as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. RLS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. EL students at RLS will be served by full inclusion in the classroom with small group and individual customization in the classroom. RLS will work closely with the school's English Learner Advisory Committee (ELAC) to ensure that the instructional strategies outlined herein are meeting the needs of EL students within the school.

Rocketship Los Sueños will follow the California Department of Education "EL OPSET" as a program development tool to ensure that the program operates in absolute compliance with guidelines. Structurally, RLS runs a full-inclusion program for our EL students. EL students will

not be in sheltered or bilingual instruction classes at RLS. From the first day of school, EL students will be immersed in English by full inclusion in the classroom with small group and individual customized language support they need to learn and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All RLS teachers will be Crosscultural Language and Academic Development (CLAD) certified or in the process of obtaining CLAD certification.

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. Our experience shows that once a child reaches the intermediate stages of fluency, he or she begins to accelerate his or her progress on all of his or her academic work. In order to help our EL students to master listening, speaking, reading and writing in English by second grade, RLS students will be immersed in English. 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. Pedagogically, our program is modeled off of the Teachers of English to Speakers of Other Languages (“TESOL”) standards for English Language Development. 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. Studies of Project GLAD have shown statistically significant gains in students relative to control groups of EL students taught by non-GLAD teachers. 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 reaching their growth goals may receive Literacy instruction as well as ELD as appropriate.

The acquisition and eventual mastery of the English language is demonstrated for each English language domain (listening, speaking, reading, and writing) as well as in the application of these skills in accessing grade level content. Language proficiency levels are identified as *beginning*, *intermediate*, and *advanced*, grouping the five TESOL levels into three for the purpose of displaying basic differentiation of teaching methods for EL students. The curricular expectations of English Learners depend more on language proficiency rather than on age or grade.

IDENTIFICATION & ASSESSMENT

Home Language Survey (HLS)

RLS will administer the home language survey upon a student’s initial enrollment into RLS (on enrollment forms). Parents or legal guardians of students shall complete the Home Language Survey when they enroll their child at RLS. If a student’s HLS shows a response other than English to questions 1, 2, or 3, he/she must be tested within 30 days for English comprehension, speaking, reading and writing and within 90 days for primary language assessment as required by law. School personnel shall arrange for these assessments and will place the HLS in the student’s cumulative file.

California English Language Development Test (CELDT)

All students who indicate that their home language is a language other than English will be CELDT tested within thirty days of initial enrollment³¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

RLS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. All students whose primary language is not English must take the California English Language Development Test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to ELs until they are reclassified as Fluent English Proficient (FEP). These scores will be placed in the student's cumulative file.

The purpose of the CELDT is: (1) to identify new students who are ELs, in kindergarten through grade twelve; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met one of the criteria to be reclassified to FEP status.

Initial Identification of Students

Legal guidelines clarify that, an EL is a K-12 student who, based on objective assessment (the "CELDT"), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

At RLS, the determination of whether or not a student is designated as an English Learner or Fluent English Proficient (FEP) will be based upon the score received on the CELDT and the most recent standardized test score (when available.) Different criteria apply to students in grades K-1 as compared to students in grades 2-5.

Grades K-1

Grades K-1 students who are orally proficient in English based on the CELDT will be assigned the status of fluent English speakers (FEP) and placed in the regular academic instruction program. Students designated as EL based on the required score on the CELDT shall receive appropriate ELD accommodations in the general education classroom setting.

Grades 2-5

Students enrolled in grades 2-5 will be designated as English Learner (EL) based on their overall scaled score on the CELDT.

Ongoing Assessment

Each English Learner will be evaluated regularly via a parent conference process. At the conference, the student's English and/or academic needs will be discussed, and individual

³¹ The thirty-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.

student achievement and longitudinal growth will be evaluated based on the school's monthly internal assessments. The following multiple measures may be examined:

- CELDT
- Student portfolios
- Bi-monthly interim assessments
- State assessment performance
- Teacher observations

We track progress toward ELD goals and reclassification for all of our identified English Learners.

Formative Testing

In addition, RLS may choose to implement an interim, formative assessment, such as ADEPT, which will be used to further assess a student's growth in regards to his or her language proficiency. Through the use of this assessment, teachers will gain input on the language development of their students and the assessment will also provide the staff with information regarding specific language skills that they need to address and practice.

Criteria, Standards and Procedures for Reclassification

When an EL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program. (Education Code Section 52164.6.) The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that 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.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Parental opinion and consultation is achieved through notice to parents or guardians of the language reclassification and placement process. This includes a description of the reclassification process and the parents' opportunity to participate. We encourage parent or guardian participation in the reclassification process.

The following criteria and standards for reclassification shall be used to determine when Limited English Proficient (LEP) students have developed the English language skills necessary (oral and academic) to succeed in English-only instruction and may be reclassified as Fluent English Proficient (R-FEP). The Principal will ensure that all English Learners are considered for reclassification at any time and/or on an annual basis via the SST process. A classroom teacher, parent, or Principal may also initiate the reclassification process by reviewing applicable assessment data. Using the criteria listed below, the teacher determines whether the student has met all the standards to be reclassified to R-FEP status, and ensures that parent consultation is completed.

1. The student has been enrolled in the School for at least one year.
2. The student can demonstrate oral English language proficiency, both speaking and understanding, based on the State mandated English Language Development (ELD) Test (AB 748) or with a score of fluent English speaker on CELDT level 4 or 5.
3. Students in grades 1-2 who met criteria 2 shall be considered for reclassification after the successful completion of at least one full semester with grades of "Satisfactory" or better in Reading/Language Arts and Mathematics.
4. Students in grades 1-2 must demonstrate grade level writing skills as measured by passing the Rocketship internal writing assessment.
5. Students in grades 3-5 must score at a minimum "adequate" on the Smarter Balanced (CCSS) assessment in reading, writing and mathematics. Students in grades 3-5 must demonstrate grade level writing skills as measured by passing the Rocketship internal writing assessment.
6. Students in grades 3-5 must demonstrate average classroom performance in the English curriculum as evaluated by the teacher.
7. There must be a consultation with the student's parent or guardian, including an interview or written communication regarding the reclassification process.
8. Date of Reclassification is recorded in the student's cumulative record.

Alternate Reclassification Procedures

Some students may not be able to reach the regular criteria due to factors other than language acquisition. The purpose of the following procedure is to ensure the students who have acquired proficiency in English but may not be meeting standards in an area unrelated to English language acquisition, such as math, are able to move to R-FEP status. This process will also provide any needed supplementary assistance that will enable them to experience the highest levels of success in the school's academic program and meet grade level standards. This procedure will be instituted on a student-by-student basis using the following criteria:

1. Dates of enrollment in specific EL instructional services in the School or elsewhere. Students enrolled three years or more in an EL Program will be considered for alternate reclassification.
2. Verification that the student met regular reclassification criteria 2 and 6.
3. CELDT test score 4 or 5
4. CELDT writing score of 3
5. Students in grades 4- 5 need to obtain proficiency in Language Arts and Mathematics.
6. There must be a consultation with the student's parent or guardian, including an interview or written communication regarding the reclassification process.
7. Date of Reclassification is recorded in the student's cumulative record.

A plan outlining this procedure must be in place to monitor student progress and provide appropriate interventions.

Follow-up Procedures

The progress of students who have been reclassified will be monitored for two years following the reclassification. Site EL coordinators will complete an evaluation of students' academic progress after the 1st and 2nd grading periods following reclassification. A third follow-up will take place one year after reclassification; a fourth follow-up will occur two years after reclassification. All reclassified (R-FEP) students Smarter Balanced scores will be evaluated to assess to overall reclassification progress, and interventions will be implemented if the student does not maintain appropriate progress.

STRATEGIES

The most important aspect of these standards from the CELDT in our opinion is to help the teacher level his or her instruction appropriately for a child at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. These categories require distinct skills and strategies as well. In Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Humanities blocks in the early grades will be focused on oral language development and comprehension activities. This is made possible through the personalized or small group 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.

Similarly, in tier II and III interventions, 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. In addition, there is vocabulary instruction for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, in class and during tier II and III interventions, educators emphasize the relationships between and among words to build oral language skills that includes story retells that target both comprehension and language development.

In Science and Social Studies, we intend to focus on hands-on and project-based curriculum in order to build our students curiosity about these subjects. We then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will allow our students to make significant gains in their Science and Social Studies knowledge. Thus, the purposeful focus on the use of guided reading as an instructional strategy and ensuring that all students have access and use leveled texts in classrooms and Learning Lab is critical to their success and further acquisition of language.

In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. Thus, this is a critical focus at RLS through the provision of explicit professional development focused on EL students. In addition, all RLS staff will be fully trained in GLAD strategies.

EL students will be monitored by homeroom teachers using the same process as other students. Much of the data we will be gathering among our younger students will be focused on speech production and listening comprehension. Because RLS focuses on the individual student, we are able to accommodate a much wider range of levels in literacy. For example, our Reading classes are broken into multiple groups, allowing teachers to focus instruction on the language acquisition issues at the current level of the student. In addition, because online curricula in the Learning Lab can be tailored for each student, ELs will have more time to practice their English in a one on one setting.

English Immersion with Appropriate Native Language Support

English Learners will be immersed in English, with the language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. The National Literacy Panel (August & Shanahan, 2006) found that EL students can acquire English literacy skills in English-only classrooms. The panel found that strategic primary language support can scaffold EL students' literacy development in English. To the extent possible, RLS will recruit teachers capable of providing strategic primary language use in order to help students acquire advanced levels of English literacy.

English Language Arts with Appropriate EL Accommodations

Rocketship's literacy approach incorporates current research on teaching children to read in a second language by providing scientifically-based reading instruction, small group interventions based on on-going assessment, and accommodations for EL students such as those recommended by the National Literacy Panel. This type of leveled grouping and instruction will create an

environment that allows EL students to be much more successful and receive instruction at the appropriate instructional level. In addition, the smaller groups will allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic abilities and needs.

The National Literacy Panel report (August & Shanahan, 2006) contains the most comprehensive and rigorous synthesis to date of the research on developing literacy in second language learning children and youth. One of the major findings in the report is that instruction that provides substantial coverage in the key components of reading, identified by the National Reading Panel (NICHD, 2000) (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) has clear benefits for language-minority students. Rocketship's Literacy approach is a scientifically-based reading program that incorporates these five key components.

The panel also found that instruction in the key components of reading is necessary, but not sufficient, for teaching language-minority students to read and write proficiently in English. Additional research (for example, Vaughn, Mathes, Linan-Thompson & Francis, 2005) has demonstrated that to make significant gains, appropriate accommodations must be made to:

- increase the oral comprehension of EL students
- provide effective reading interventions that are systematic, explicit and intense (i.e. are provided in small groups or individually)
- provide instruction in the critical elements of beginning reading including phonemic awareness, phonics and word study, fluency, writing and comprehension strategies

This approach is supported by the work of Vaughn et. al (Vaughn et. al, 2005), who designed a rigorous English Language Literacy intervention program adding a set of language support activities appropriate for EL students. Their language support activities were similar to Rocketship's explicit vocabulary and grammar instruction, and extensive oral language instruction. This blended approach yielded significant gains for the study group of EL students in all five of the core areas of reading instruction.

English Language Development Instruction in Groups Leveled by English Fluency

Small literacy groups will be leveled based on literacy assessment results, taking into account EL students' English linguistic proficiency. English Language Development (ELD) instruction grouping will be based on ELD assessments. It is important to provide EL students with both literacy instruction that is based on literacy criteria and second language development instruction that is based on language development criteria. These two areas often overlap, however it is critical to distinguish between them in order to provide EL students with both a rigorous literacy instructional program and one that builds their developing abilities in both oral and written academic English across the content areas. It is also important to make sure that EL students are not segregated into linguistically homogenous groups. ELD small group time will typically be the only time where EL students are grouped by language proficiency, with no more than two levels of English linguistic proficiency in each group in order to ensure targeted instruction in ELD. At other times, language proficiency is a factor taken into account for instruction, but not for grouping.

August and Shanahan (2006) found a significant correlation between oral language and reading comprehension and writing ability in EL students and suggested that classrooms with significant EL populations should focus extensively on using oral language to summarize and analyze stories. Genesee, Lindholm-Leary, Saunders and Christian (2006) concluded that one explanation for the 5-7 years which EL students often take to master academic language is that insufficient attention is paid to the oral language development of students, especially in the late elementary school years. We will focus extensively on expressive and receptive oral language development at the same time as focused reading instruction is conducted. We believe that working on oral and literacy skills concurrently will help our EL students to master listening, speaking, reading and writing in English.

Because oral language development is so critical to reading comprehension and content area learning, RLS will incorporate an intensive focus on oral language development. Additionally, we will focus on explicit academic vocabulary instruction and providing students with increased and scaffolded opportunities to talk in the classroom using academic language and provide students with explicit instruction in the linguistic features of academic English. These objectives will also be assessed through formative assessments and during RLS’s Exhibition Nights when students will be responsible for orally presenting their work and learning. These assessments and public demonstrations will provide RLS and the students with data to measure their progress.

Content Area Interactive Instruction to Increase Academic Language Proficiency

Genesee et. al found that a combination of direct instruction with interactive instruction is more effective than one or the other. RLS focuses on direct language instruction in small groups. Our integrated Science and Social Studies content focuses on interactive activities using small cooperative groups, providing a context for extensive discussion of academic language. Stoddard et. al. found high value in integrating content and academic vocabulary. These skills will also be further enhanced through the integration of strategies from Project GLAD, which 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. They also developed a rubric for teacher self-evaluation to monitor their balance of hands-on and vocabulary time and the degree of integration. (Stoddard, T. et al., 2002) This rubric will be used by RLS teachers in order to assess the efficacy of their instruction.

English Language Development through Literacy

EL Level	K-2	3-5
Beginning (CELDT 1)	Teachers use chants and songs to introduce basic phonemes. Students receive instruction on survival communication. Teachers use controlled speech rate and variation. Cognates (words with common roots and look or sound similar in related languages) that exist between primary and English language are used to explain simple concepts. The teacher uses those drawings to help students develop new vocabulary. The teacher utilizes various	Teachers present the English alphabet using visuals and songs. Rhythm and repetition are key strategies for getting students accustomed to the sounds of spoken English. Daily rituals (morning meeting, bathroom pass requests, etc.) require students to use simple greetings and other phrases. Students have opportunities to tell and re-tell stories using drawing, mime, and basic words. In writer’s workshop, students develop complex stories through pictures, and work with the teacher to put those

EL Level	K-2	3-5
	GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, and various other strategies.	stories into words. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, and various other strategies.
Intermediate (CELDT 2-3)	Students are engaged in real-world activities that require them to communicate basic needs, and describe common objects orally and with basic written language. In writer’s workshop, the teacher introduces story boards with pictures and words to help students comprehend stories and to help them develop their own writing. Students practice reading aloud with rhyming poetry and stories, and have opportunities to dramatize fiction to enhance understanding. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” and various other strategies. Students at this level have acquired basic conversational skills, so the focus is on helping them acquire the academic language and syntax which they need in order to become more proficient speakers, readers, and writers of English.	Teachers present students with oral and written comprehension activities. In centers, students use audio books and then respond to texts in writing, using simple sentences. Significant time is spent on pre-reading vocabulary development activities. During writer’s workshop, students focus on getting their first draft in writing, using invented spelling as needed. The revision process is an opportunity for the teacher to reinforce conventions, and teach new spelling concepts. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” ELD retell, and various other strategies. Students at this level have acquired basic conversational skills, so the focus is on helping them acquire the academic language and syntax which they need in order to become more proficient speakers, readers, and writers of English.
Advanced (CELDT 4-5)	Teachers challenge students to find spelling patterns when reading. Students are given literature that is accessible but requires them to decode around 5-10% of the words they encounter. Centers allow students to explore vocabulary through antonyms and synonyms, and to explore how word meanings change in different contexts. Students read and respond to grade-level literature orally and in grade-appropriate writing. Students analyze and compare literary devices used in different forms of prose. Students have multiple opportunities to read aloud for authentic purposes. Teachers use recording and feedback to help students reflect on their read-aloud skills. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” ELD retell, and various other strategies.	Students respond to texts using specific and appropriate language. The teacher uses many graphic organizers for both reading comprehension and pre-writing activities. Students have opportunities (dramatizations, speeches, circle time) to read aloud with accuracy and expression, from a variety of kinds of texts. Students read and write independently (and are able to self-correct) in literature circles and writer’s workshop. The teacher helps students identify topics that are high-interest, and assigns leveled literature that allows students to work in their zone of proximal development (not too easy, not too hard). The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” ELD retell, and various other strategies.

STAFF TRAINING & PROFESSIONAL DEVELOPMENT

Good instruction is the foundation of good EL instruction. (Goldenberg, 2003) RLS's intensive professional development model with ongoing mentorship is crucial to high performance. Professional development that is directly related to the curriculum teachers use and that provides sustained and hands-on support is the most effective. RLS is investigating professional development from organizations like the California Reading and Literature Project to help teachers develop methods of teaching ELD effectively. For ongoing professional development in integrating ELD strategies into literacy and language development for EL students, Rocketship has chosen Project Guided Language Acquisition Design (GLAD), based on their rigorous hands-on approach and extensive validation studies showing significant gains relative to comparison groups. Each teacher at RLS will be thoroughly trained in the usage of SDAIE and GLAD. These strategies have already been demonstrated to be highly effective in regards to EL students' academic achievement. The implementation and usage of these strategies will be expected throughout the campus and each classroom.

Additionally, August and Shanahan found that intensive mentoring and interim assessments were extremely important to creating behavior changes in teacher's instructional practice (August & Shanahan, 2006). RLS's Assistant Principals' full-time commitment to mentoring helps teachers to better determine ways to scaffold and augment their instruction for EL students. This capacity building model will ensure that the strategies presented in professional development activities provided by both inside and outside experts will be implemented effectively in classrooms and sustained over time.

PARENT / GUARDIAN, STAFF AND COMMUNITY INVOLVEMENT

The School's plans to involve parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners.

Parent Communication

Communication with the parents of EL students in their primary language is essential to encourage parent support and involvement. To support this communication, the School will provide translations of major documents, notices, public meetings, and workshops for parents in Spanish and other languages as needed.

Parent Notification of Assessment Results and Initial Identification

The parents/guardians of students with a primary language other than English shall be notified of the English comprehension and primary language assessment results completed for the initial identification. The notification shall be in English and in any language which is spoken by 15 percent or more of the students in the School, as determined by the R-30 Language Census. This information shall be communicated orally when a written notice (Parent Notification) letter is not understood or orally translated into another language if needed. If the Parent Notification letter is not returned, site personnel will complete a follow-up phone call.

This written notification will be done on an annual basis and will invite parents to a meeting to do the following:

- 1) Inform parents that they have chosen to enroll their children in a charter school with an English immersion program.
- 2) Parents will be provided with a full written description of the structured English immersion program which includes the educational materials to be used.
- 3) Inform parents that they have a right to visit the program and to withdraw their student from the program through a waiver.
- 4) Inform parents of their rights to participate in the School Meeting.

Once completed, the initial identification process will not be repeated unless the parent/guardian claims there is an error.

Parent Participation

Parents are encouraged to participate in any and all school activities, including but not limited to:

- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Volunteering in classrooms and Learning Lab
- Community Meetings
- Parent/Family Meetings

Parental Rights

Parents concerned with their student's progress or group placement can call for a meeting with teachers and administrators to review the child's EL status and progress.

Community Meetings

Rocketship Los Sueños will have monthly community meetings, which are intended to keep the parents and families of RLS informed and empowered. This meeting will be coordinated by the Principal and along with other school information presented to the community, will advise on programs and services for English Learners. During the meetings, the parents will be informed of programmatic and assessment issues that affect EL students and will also be informed about the programs, funds, and strategies that are being applied to these students. The community will have the opportunity to vote on these issues and ensure that the RLS community creates a collective for EL instruction and interventions. Please see Element D below for more information on how parents will participate in RLS.

MONITORING AND EVALUATION

The RLS mission of every student on or above grade level by graduation will be the primary means of determining the effectiveness of our approach with EL students. This goal will be measured by academic proficiency on Smarter Balanced and additional assessments. Our interim assessments are correlated to grade-level benchmarks and Smarter Balanced, and will

provide monthly feedback on how our students are progressing towards this goal. Additionally, our oral language assessment will test language proficiency predictive of CELDT year-end outcomes. As described above, these assessments will be used to drive changes in classroom instruction and in individual student interventions. As a school with a large professional development budget and several Assistant Principals who are able to mentor other teachers, we have made significant improvement every year in both our general classroom teaching for EL students and our ability to diagnose and intervene with our most challenged EL students. In specific areas of weakness for the school, we will seek outside resources such as the Literacy department at Education schools of nearby universities.

The most important expectation to set is the way that language proficiency level will affect outcomes on the Smarter Balanced assessment. Recently, Genesee et. al concluded that one explanation for the 5-7 years which EL students often take to attain English proficiency could be because of poor instructional practices with EL students.³² We believe that the key to becoming fluent English proficient is the rigorous data-driven cycle used by RLS to measure students monthly, modify classroom practices, and provide students with additional instruction.

REPORTING

EL students will take the CELDT test annually. CELDT scores for all EL students will be reported to the authorizer.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students with Disabilities

SPECIAL EDUCATION (INTEGRATED SPECIAL EDUCATION)

OVERVIEW:

RLS intends to operate 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). In unique cases, where participation is not practical or is geographically unfeasible, RLS may operate as a Local Educational Agency (LEA) under another local SELPA upon approval of membership. Each consideration will be reviewed and in all cases will be in conformity with

³² Genesee et. al (2006). Educating English Language Learners New York: Cambridge University Press.

Education Code. RLS will operate in complete compliance with IDEA and SELPA policies and procedures including: Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), AB 602, and all California laws pertaining to special education students. As an LEA, RLS will be solely responsible and liable, the same as a school district, for providing special education and related services.

As an LEA, RLS shall receive its AB 602 and Federal revenue allocation through the Charter SELPA and shall utilize those special education funds to provide instruction and related service to eligible pupils in accordance with IDEA, State law, and RLS's mission. Funding to the school will be first based on all students in attendance, including those students with disabilities, then additional resources will be provided as needed to offset the cost of students with disabilities. In this way, the perception that students with disabilities deny the school additional dollars becomes moot and all students receive the services and the support they need. RLS shall be solely responsible for all special education costs which exceed State and Federal special education revenue.

RLS will be accountable for compliance monitoring and reporting through the Charter SELPA, and will comply with any internal requirements of its authorizer related to IDEA.

INTEGRATED SPECIAL EDUCATION:

RLS will organize special education program and services to provide an "integrated service delivery" in each school. An integrated service delivery 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. Instead, 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.

RLS 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 RLS, a variety of curricular and pedagogical options are employed 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.

With integrated services, student learning takes place in heterogeneous environments with in-class differentiation, accommodations and modifications and small group instruction as the primary means of personalizing instruction for all students. This means that students are, for the most part, not grouped by similar characteristics in the same way all the time. There are 'seats'

in every classroom for every potential learner ensuring FAPE (Free Appropriate Public Education) for all eligible students.

At RLS, Response to Intervention (RtI) supports an Integrated Special Education Model, aligns with NCLB and IDEA 2004, and meets the spirit and the regulations of IDEA. All students have a system of supports readily available at the beginning of a student's difficulties to provide preventive academic and behavioral instruction within the general education environment. In this way, students (many of who are typically misrepresented and over-identified) receive appropriate integrated services, and it becomes unnecessary for RLS to refer and excessively determine eligible students who are often those students of color and poverty.

ENROLLMENT OF ALL STUDENTS REGARDLESS OF DISABILITY:

RLS strives to achieve a student population from the community in which we are serving. Whether a child is eligible under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at RLS. 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. Following the public random drawing, students who were not awarded one of the open enrollment spaces are placed on a wait list, in the order in which they are picked at the drawing, for midterm acceptance during the school year.

RLS recognizes the need to provide all students, with or without a disability, with a free, appropriate public education and recognizes its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her and his disability, be excluded from the participation in, by denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." We provide access to education for all RLS students and provide appropriate supports and services to eligible students to ensure access to learning within general education.

ENROLLMENT OF STUDENTS WITH IEPS

When a special education student transfers from one SELPA to another, and there is evidence of an existing disability, an Interim Program Placement determination is made. The student's existing IEP, to the extent possible, will be immediately implemented. An Interim Placement form will be completed immediately upon enrollment and parent signature will be obtained. Assessment information as well as records and reports from the prior district may be utilized to make program recommendations. Upon receipt of the signed Individual Assessment Plan (IAP), the team will conduct any additional assessment needed to determine educational needs and make program recommendations. Within 30 days, of the student's enrollment, the IEP team will meet to review the placement, review any new completed assessments, and develop new goals and objectives as needed. Rocketship's practice is to provide the state and our SELPA a list of our special education student roster annually.

CHILD FIND ACTIVITIES:

RLS shall administer no assessment or evaluation for purposes of admission to the charter school. Rocketship conducts a continuous and proactive effort to identify students with special needs, and those in need of a pre-referral intervention plan, and meet all requirements under IDEA. Each school receives training on special education referral process during the summer professional development sessions. Referrals may be received from teachers, parents, service agencies and other qualified professionals are responded to in writing to ensure timely access to our Special Education services. An information sheet describing ways to access services is available for parents in the parent handbook. Parents shall be notified that special education and related services shall be provided at no cost to them.

A referral for special education and related services initiates the assessment process and shall be documented. When a verbal referral is made, the charter representative shall assist the individual in making a written request for assessment for special education. We will respond in writing and with follow-up meetings to referrals or requests for assessments from teachers, parents, service agencies and other qualified professionals to ensure timely access to our Special Education programs.

All referrals will be responded to in writing by RLS within 15 days. Parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written.

Upon receipt of the referral, the administrator will either contact the referral source and request additional information in order to process the referral in a timely manner, or, will notify parents of the developed Individual Assessment Plan (IAP). The delivery of the completed plan to the parents will occur within 15 calendar days of the referral. Parents will be provided a copy of the Parent Procedural Rights with the signed assessment plan.

If the referral was determined to be inappropriate, a meeting will be scheduled with the parents and the referring party to address their educational concerns and review the purpose and scope of Special Education. Even if the parents do not wish to meet, we will respond with a Prior Written Notice explaining why the request for assessment is not being accepted and processed.

OTHER PRE-REFERRAL INFORMATION

Current law requires that all options in the general program be tried before referral to special education. These options may include, but are not limited to the following:

- *Accommodations within the general education program, including instruction, environment or curricular supports.
- *Research-based instructional strategies and intervention, including universal screening.
- *"Tiered" interventions and progress monitoring,
- *Problem solving teams within the general education program (RtI model), and consultation with appropriate staff.

All pre-referral options are considered the responsibility of general education staff.

REFERRAL OF PRE-SCHOOL STUDENTS

Because RLS is a K-5 charter program, when a student who is referred is not of school age, the child will be referred to his/ her district of residence.

RESPONSE TO INTERVENTION (RtI)

Rocketship's RtI system identifies those students who are struggling, regardless of the causation, and provides identified students dedicated, targeted, supplemental instruction in their areas of need during their school day. The goal of these specific early interventions is to reduce eventual referrals for special education services by providing the academic support services students need before they fail.

Additionally, the Rocketship RtI program provides supplemental instructional support to students eligible under IDEA when that would complement their specialized services. Rocketship's model for RtI intervention starts with in-class daily intervention, consisting of small group, guided reading, centers, and writer's workshop. Monthly formative assessments and progress monitoring may lead to:

- *Teacher analysis with specialist consultation and support
- *Changes in classroom practice
- *Small group and individual intervention
- *Strategic evidence based interventions

STUDENT SUPPORT TEAM

When classroom and RtI interventions have been implemented and documented and a student is still not successful, the next step is a referral to the Assistant Principal for a Student Support Team (SST) meeting. The SST is chaired by a knowledgeable educator or social worker, and comprised of an administrator(s), general education teacher(s), social worker, parent, student, as appropriate, and clinical providers, special education teacher(s), and agency representatives, as needed. The family and school team then meet to develop a more comprehensive intervention plan, or consider other factors that may interfere with learning. If the Student Support Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment and the school may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. To ensure school site understanding of the SST process, training is provided to teachers and school staff as part of the summer training.

GENERAL EDUCATION ACCOMMODATION OR MODIFICATION:

All students with disabilities will be fully integrated into the programs of RLS, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending RLS is properly identified, assessed and provided

with necessary services and supports. RLS will meet all the requirements mandated within a student's Individual Education Plan (IEP).

Rocketship's mission is to ensure students reach grade-level proficiency in Literacy and Math. We employ a variety of general education modification strategies to make this goal reachable for all of our students, including: extended day (8am-4pm), small teacher-led instructional groups, instruction driven by formative assessment results, and daily online learning.

All Rocketship students receive a variety of services in a number of settings, with the goal being access and success in the general education curriculum with designated support from special education (Integrated Special Education) staff. We believe in organizing our professional staff by the needs of each learner instead of clustering learners by label. RLS staff is not assigned to a "program" and students are not "placed" in separate classrooms. Our school and community environment is one in which general education and special education work collaboratively to meet the diverse learning needs of our students, encompassing a continuum of services.

Integrated services ensure the integration of resources as well. Our ISE (special education) team works with parents, general educators, and school administrators. We believe that our approach ensures the quality and effectiveness of services for students with disabilities under IDEA, ADA, as well as Section 504. Rocketship's successful Response to Intervention approach, which is tightly coordinated between General and Special Education, ensures thinking about addressing each student's unique learning needs across a system of supports and services. Rocketship continues to iterate to ensure the RtI framework works in concert with the ISE team to promote the best outcomes for all students. Additionally, we continue to integrate the benefits of online learning opportunities for our students with disabilities through full access to the blended instructional model of RLS, which we believe will improve the educational outcomes for all of our students.

General education modifications may involve:

- *homework reductions
- *positive behavior support
- *in classroom physical environment adaptations
- *instructional or testing accommodation
- *other integrated resources or technology tools available for all students.

The special education staff is available for monthly consultation with school site administrative teams and we are therefore able to identify students who may be struggling to make expected progress or be at risk for referral to special education.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Receipt of the signed assessment plan begins the special education timeline and the assessment plan determines eligibility. An assessment plan will be developed and the family contacted within ten days. The parent/guardian has fifteen calendar days from the date of receiving the Assessment Plan to consent to the plan and return it to the school staff.

All referrals will be responded to in writing by RLS within 15 days, and RLS will notify the Santa Clara County Office of Education and/or SELPA of the assessment request within 5 days of receipt. Parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent.

A copy of the Notice of Parent Rights is provided to parent with the assessment plan. An Individual Assessment Plan will also be developed for students currently eligible for IEP services whenever a reassessment is required, such as for the Annual Review or Triennial Re-Evaluation and Notice of Parents Rights will be provided.

Written parent consent is required before the assessment may be conducted. Parents have at least 15 days from receipt of the assessment plan to make a decision. Assessment may begin immediately upon receipt of consent. Within 60 calendar days of receipt of the signed IAP, the assessment must be completed and a team meeting is to be held to determine a student's eligibility, as well as to develop the individualized education plan. Parents are to be provided no less than ten days prior written notice of meetings regarding the educational program for their child.

Program placement is an IEP team decision and written parent consent must be obtained prior to placement. The recommended program placement and services should begin as soon as possible from the date of the parent's written approval of the IEP. A review of each student's IEP must be reviewed conducted at least once annually, including a summary of progress. Re-evaluation must occur every three years to determine a student's continued eligibility or need. Prior to the three year review, the IEP team shall review existing progress towards goals and determine what additional data is needed.

ASSESSMENT:

The special education evaluation has three major purposes:

- *To assess needs and gather information about the student.
- *To determine eligibility for special education programs and services.
- *To recommend the appropriate special education programs and/or related services for the student.

Prior to the assessment, a member of the ISE team will contact the parent to review the reason for assessment and to describe the materials and procedures that will be used to obtain information about the child. The rights of the parent/guardian and the Charter School related to assessment are explained to ensure parent is fully informed.

A parent's written consent for release of confidential information may also be part of the assessment meeting, as well as making arrangements to have the child's needs evaluated through testing and conferences held among others who have worked with the child's, such as counselors,

therapists, psychologists, or social services. Written consent for participation in assessment will be needed, and evaluation results will be shared with parents.

Assessments are conducted in primary language and materials when determined necessary to ensure that they measure the extent of disability rather than English language skills. Ecological assessments are conducted for students with moderate-severe disabilities. Assessments are student centered and will meet all federal timelines. All children who transfer into RLS are placed on a 30-day interim IEP and are assessed as needed within the 30-day period.

Assessment must address all areas related to the suspected disability and be conducted by a multidisciplinary team, including the parent. The assessment plan considers each of the following when appropriate: vision, motor abilities, general ability, self-help, career and vocational abilities and interests, developmental history, hearing, language function, academic performance, orientation and mobility, social and emotional status, and health and development. For pupils with suspected disabilities or a behavior disorder, at least one member of the assessment team, other than the child's general education teacher, shall observe the child's performance in the general classroom setting and document the observation.

For initial evaluations and re-evaluations, students will be assessed in hearing and vision, unless parent consent is not provided. All pupils not meeting threshold hearing test requirements will be appropriately referred for trained personnel for hearing tests. A student's health provider may also provide information if a student has been medically diagnosed with a chronic illness or relevant medical issue that may interfere with learning. In short, no single procedure will be used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Under certain conditions, parents have the right to obtain an independent assessment at public expense.

The Individual Assessment Plan will be personalized and will reflect the unique concerns and strengths of each student. It will be provided in the primary language of the parent or another mode of communication used by the parent, unless it is clearly not feasible. It will provide an explanation of each type of assessment. It will state that no educational placement will result from the assessment without the consent of the parent. We will have a copy of the Parental Rights and Procedures attached to the IAP. The assessment will be completed and an IEP meeting will be held within 60 calendar days from the date of receipt of the parent's written consent for assessment.

All assessment reports will then possibly include, but not limited to, 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; whether there is a discrepancy between achievement and ability that cannot be corrected with special education services; a determination concerning the effect of environmental, cultural, or economic disadvantage; 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.

The IEP team—comprised of, at a minimum, the ISE teacher, general education teacher, clinical providers, parent, and student—will then meet with the parents, who are also designated specifically as members of the team, to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

504 PLANS:

As not all children will qualify for special education and related services, RLS follows Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), where discrimination is prohibited based on a disability. Under Section 504 and Title II of the ADA, it is illegal for schools to deny a student to participate in services, provide a service that is not as effective as provided by others, and provide lower quality services. Also, students with disabilities, like other children in the general education setting, must be provided with courses and instruction that teach the curriculum. Any student who has an objectively identified disability which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under IDEIA, 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 will or will not be identified as a person with a disability is 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 shall consider 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 Charter School’s professional staff.

The 504 Plan shall describe 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, must have 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 shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

CONSIDERATIONS FOR ENGLISH LEARNERS (ELs):

Because the majority of current Rocketship students are considered EL (70%), 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 may be conducted in a student’s native 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 CLAD certification. Training is provided to specialists to ensure that IEP goals are written to support the unique learning needs of EL students with disabilities. Progress monitoring and program evaluation will ensure appropriate practices for re-classification to fluent English proficient status. EL students at RLS will be served fully in the general education classroom with appropriate small group instruction and personalization in the classroom or the Learning Lab to support learning and developing English proficiency.

The results of the Home Language Survey and CELDT results are considered when developing a student's IEP. Testing accommodations described on the child's IEP, are considered for CELDT testing.

DEVELOPMENT OF AN APPROPRIATE IEP:

Our IEPs are created for the benefit of the student receiving special education services. All Rocketship schools are currently in compliance with all of the guidelines around the development of an appropriate IEP. RSED 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 consortium, 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 organizes special education programs and services to provide a holistic and integrated service delivery system in each school. The integrated service delivery approach requires schools to align and carefully match educational services to students with special education within existing structures (grade levels, groupings, looping, Learning Lab, etc.) rather than exclusively through special and segregated programs. Special and general education teachers prioritize working collaboratively to bring appropriate instructional supports to each child in the general school setting and Least Restrictive Environment (LRE).

IEP REVIEW PROCESS:

IEP meetings will be held, at a minimum, once yearly to review the student's progress and make changes to the IEP as needed. Every three years, a triennial IEP meeting will be held to review the review progress and re-examine eligibility for special education services. An IEP will also be held within 30 days of a parent's request, if a manifestation meeting is required, or when an Individual Transition Plan is required at the appropriate age. Unless otherwise specified on the student's IEP, parents will be informed three-four times a year of the student's progress toward meeting annual goals.

FUNCTIONAL ANALYSIS ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS:

Rocketship has a trained Behavior Intervention Case Manager (BICM) and conducts a functional analysis assessment (FAA) if an IEP team determines that a student with a disability exhibits serious behavioral problems. Assessment includes parent interviews, file review, direct observation and review of health and medical records.

THE CONTINUUM OF SERVICES:

SPECIALIZED ACADEMIC INSTRUCTION, MILD TO MODERATE:

We provide mild/moderate services to qualified ISE students. These pull out and push in services range in amount of time and intensity based on the needs of the students. All services are described in the IEP and fully executed by the ISE staff with the assistance of the general education staff and administration. Students receiving mild/moderate services typically require less than 40% of the day in direct services.

Based on our model, a qualified Integrated Special Education teacher and a qualified paraprofessional work together to provide ISE services. The Paraprofessional works under the direction of the ISE teacher to provide additional instructional support and services to identified students. The ISE teacher will provide monitoring of students' progress; information, materials and assistance to individuals with exceptional needs and their parents; consultation with general education staff on methods for accommodating students with special needs, coordination of special education services, and direct instruction to students with IEPs.

Rocketship's general education approach is built on a system for differentiating instruction according to student need and implementing and monitoring interventions for all students who are not meeting standards. This design supports the goals of a collaborative model with the ISE teacher, who will be responsible for extending these services to students with special needs to meet IEP goals. We believe this close collaboration between general and special education professionals to serve any student who is experiencing learning challenges will help Rocketship meet its goal of helping every student to reach 1.5 years of achievement in each grade. The ISE teacher will be responsible for implementing an IEP such that the student is able to make adequate progress towards grade level standards. Rocketship monitors progress on a regular basis and the ISE teacher will collect IEP specific data for to determine if adequate progress is being made.

DESIGNED INSTRUCTIONAL SERVICES—SPEECH AND LANGUAGE THERAPY, OCCUPATIONAL THERAPY, COUNSELING, VISION AND HEARING THERAPY, ETC:

We provide speech and language services, occupational therapy services, and vision 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.

SPECIALIZED ACADEMIC INSTRUCTION, MODERATE TO SEVERE:

We provide more intensive and specialized services for students inclusively that would normally require this type of setting. Our flexible and supportive Integrated Special Education model is able to provide all children both the assistance and independence that they need. We do not anticipate the need for a non-severe SDC "placement setting". To the maximum extent possible, students with disabilities will be educated with non-disabled students. Because of Rocketship's structure, particularly small reading groups, personalized instruction, and time for daily teacher interventions, we believe that Rocketship can serve students with disabilities within the general education program, in the Least Restrictive Environment by providing the supports each student

needs. To ensure access to appropriate learning in very specialized cases, if needed, Rocketship will establish a relationship with another area LEA to ensure an appropriate placement for a student.

SEVERE SPECIAL DAY CLASS:

To ensure access to appropriate learning, RSED employs individuals with the Specialist Moderate/Severe Credential. Removal of students from the general education environment would only be considered if the student is not meeting goals and objectives with the provision of supplemental aids and services in that setting. This determination would be reached only through the IEP process with appropriate designated personnel, parent in attendance and written agreement of all members of the IEP team.

INCLUSIVE SERVICES:

To the maximum extent appropriate, students with disabilities will be educated with general education students including non-academic and extracurricular services. Currently all students at all Rocketship schools are served in general education with pull out or push in services to meet intensive need.

PLACEMENT IN A NONPUBLIC SCHOOL/AGENCY:

In some exceptional cases, when a student may require a placement in a more restrictive setting, Rocketship will consider a referral to a non-public school or agency (NPS or NPA). 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.

Mental Health as a Related Service

Whenever necessary, as evidenced by student need, assessment, or recommendation of emergency mental health provider, a referral for assessment of eligibility for mental health as a related service will be made to address a student's mental health needs and potentially access other supports or services for a student and his/her family.

TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS IN ORDER TO ACCESS SPECIAL EDUCATION SERVICES:

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. Rocketship will locate a local LEA or a contract service provider to fulfill these portions of the IEP. A transportation assessment will guide the determination.

STAFFING:

Our ISE team is typically comprised of a Program Director, School Psychologist, ISE Teachers (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 Individualized Education Plan.

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 will utilize 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 will be 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, Response to Intervention, and in the classroom setting. This role will be responsible for implementation and recording of data for personalized instructional programs and positive behavior support plans. The Paraprofessional will work under the supervision of ISE teachers and the School Psychologist who will provide weekly oversight, training and direction.

The ISE teacher will be 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.

STAFF TRAINING:

RLS staff will participate in ongoing staff training prior to school commencement and throughout the school year. Our department provides constant professional development opportunities internally as well as through our SELPA, and we also cross-train school staff in many areas. Areas of cross training typically include areas such as: Crisis Prevention Intervention (CPI) training, sensory integration and service delivery training, speech services and screening process, SAT-SST-SPED referral process, etc.

ISE professional development is provided to all members of the IEP Team. Training for Paraprofessionals typically includes, but is not limited to, behavior and Positive Behavior Support systems, foundations of SPED, special health care issues, cultural awareness, intro to low incidence disabilities, etc. Training for ISE teachers includes, but is not limited to, technology in SPED, advanced behavior analysis, language development for all students, data collection and decision making, compliance with SPED law, autism spectrum disorders, independence building, writing IEP goals to address literacy, interpretation of assessments,

handwriting without tears, ALERT program implementation in general education classrooms, writing IEP goals aligned with standards, SEIS data entry and special education compliance, etc.

PARENT INVOLVEMENT:

Parent Participation and Training:

RLS parents are encouraged to participate in the school community through volunteer hours and monthly community meetings. Parents of students with IEP's 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) 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. Parents are also encouraged to join Parents Helping Parents who meet on campus. 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:

ISE Teachers in collaboration with General Education Teachers begin their school year with a home visit to all students on their caseload. ISE Teachers 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 ISE teacher 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.

Translation:

RLS 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.

Alternative 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 RLS or the California Department of Education.

DUE PROCESS:

RSED 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.

FACILITY COMPLIANCE WITH ADA:

All existing RSED facilities were built completely ADA compliant—all buildings, rooms, and auxiliary areas were constructed 100% up to ADA codes. All areas are fully accessible by individuals with any disability. The facility proposed for this school will also meet all ADA compliance requirements.

COMPLIANCE MONITORING:

The California Special Education Management Information System (CASEMIS) information will be reviewed by Rocketship's Director of Integrated Special Education on a regular basis to ensure compliance with state and federal statutes, reporting requirements, and timelines. In addition, Rocketship will be accountable for all compliance monitoring and reporting required through the SELPA.

RLS will collaborate with Santa Clara County Office of Education to collect/maintain information required by IDEA and lists: age, grade, type of disability, EL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting.

TESTS AND OTHER EVALUATION MATERIALS:

Tests and other evaluation materials are validated for the specific purpose for which they are used and are administered by trained personnel. Tests and other evaluation materials include 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of this student in their primary language along with 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 disability under the Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate education (FAPE). In developing the 504 plan, the 504 team shall consider 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 shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

Annual Goals and Actions in the State Priorities

RLS current Local Control and Accountability Plan (LCAP) is attached as Appendix A. Below please find, in accordance with the Local Control Funding Formula (“LCFF”) requirements, a description, for the Charter School, of annual goals formatted for purposes of a California charter petition, for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the state priorities, as described in Education Code Section 52060(d) 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.

RLS will update the Local Control and Accountability Plan (LCAP) annually and will engage the following stakeholders in the planning process:

- Teachers
- Principals
- School personnel
- Pupils

The proposed RLS goals and accompanying actions in accordance with LCAP requirements are as follows. These goals do not supersede or replace the school’s existing LCAP (Please see Appendix A). These goals and actions are subject to modification annually when the LCAP is updated, without need for material revision of the charter petition.

STATE PRIORITY #1— BASIC SERVICES	
<i>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))</i>	
Subpriority A – Teachers	
Goal to achieve Subpriority	100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
Actions to achieve goal	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status.
Subpriority B – Instructional Materials	
Goal to achieve Subpriority	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
Actions to achieve goal	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter

	petition. We will purchase additional classroom libraries rich in non-fiction texts. We will purchase additional classroom technology.
Subpriority C – Facilities	
Goal to achieve Subpriority	All school facilities will be maintained in good repair.
Actions to achieve goal	Regular general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
Goal to achieve Subpriority	RLS will implement a Common Core aligned academic program.
Actions to achieve goal	RLS teachers will receive at least 5 hours of professional development based on CCSS and the associated RLS “power standards” as outlined in this charter.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
Goal to achieve Subpriority	100% of EL students will access academic content knowledge through the implementation of the CCSS.
Actions to achieve goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. Teachers receive training in Guided Language Acquisition Design.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
Goal to achieve Subpriority	30% of EL students will be reclassified after three years of enrollment at RLS.
Actions to achieve goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. All teachers will participate in professional development regarding appropriate strategies of support and intervention, as outlined in detail in this charter.
STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
Goal to achieve priority	Parents are engaged in their students’ learning and actively participate in school decision making.
Actions to achieve goal	RLS will hold a minimum of 3 parent conferences a year and a minimum of 4 community meetings for parents to weigh in on critical school decisions.
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> A. CA Assessment of Student Performance and Progress 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 – N/A

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 – N/A*

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 - NA*

SUBPRIORITY A – CA Assessment of Student Performance and Progress statewide assessment

Goal to achieve priority	Rocketship students will exceed the average performance levels of students in schools with similar demographics in the surrounding districts on the Common Core Assessments.
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Actions to achieve goal	Implementation of the CCSS aligned curriculum and instructional strategies and teachers will assess students throughout the year. Teachers will receive training on the CA Common Core Standards. Additionally, we will invest in assessment software that mimics the online testing format and rigor of the CAASPP.
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SUBPRIORITY B – API

Goal to achieve priority	RLS will meet or exceed State-wide academic performance index (“API”) growth target school wide and for all subgroups.
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Actions to achieve goal	Implementation of the CCSS aligned curriculum and instructional strategies and teachers will assess students throughout the year.
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SUBPRIORITY D – EL progress towards proficiency

Goal to achieve priority	50% of students in CELDT levels 1-3 will move at least 1 CELDT level annually.
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Actions to achieve goal	EL students will receive in class instructional support which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, GLAD instructional strategies, and additional English Learner instructional best practices as outlined in the charter.
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SUBPRIORITY E – EL RECLASSIFICATION RATES

Goal to achieve priority	30% of students will be reclassified after three years of enrollment at RLS.
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Actions to achieve goal	EL students will receive in class instructional support which includes 1-on-1 teacher support, small group work, use of SDAIE and ELD instructional strategies, GLAD
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	instructional strategies, and additional English Learner instructional best practices as outlined in the charter.
STATE PRIORITY #5: STUDENT ENGAGEMENT	
<i>A. School attendance rates</i> <i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates (EC §52052.1(a)(3)) – N/A</i> <i>D. High school dropout rates – N/A</i> <i>E. High school graduation rates – N/A</i>	
SUBPRIORITY A – SCHOOL ATTENDANCE RATES	
Goal to achieve priority	At least 95% attendance as measured by ADA.
Actions to achieve goal	RLS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. RLS will provide unique enrichment center opportunities and field trips to engage students and encourage high attendance.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
Goal to achieve priority	RLS will have truancy rates less than those of surrounding district schools with similar demographics.
Actions to achieve goal	Parents will be made aware of the school’s attendance policy. RLS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
STATE PRIORITY #6: SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i> <i>A. Pupil suspension rates.</i> <i>B. Pupil expulsion rates.</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
Goal to achieve priority	RLS suspension rates will be lower than surrounding district schools with similar demographics.
Actions to achieve goal	Teachers will be trained in Positive Behavioral Intervention and Supports as outlined in this charter.
SUBPRIORITY B – PUPIL EXPULSION RATES	
Goal to achieve priority	RLS will maintain an annual expulsion rate of less than 1%.
Actions to achieve goal	Teachers will be trained in Positive Behavioral Intervention and Supports as outlined in this charter.
SUBPRIORITY C – OTHER MEASURES	
Goal to achieve priority	70% of parents are satisfied with the relationship they have with their child’s teachers.
Actions to achieve goal	RLS will conduct a bi-annual parent survey. Families will be encouraged to complete the survey. Teachers will conduct home visits and other parent teacher conferences. RLS will

	provide additional support staff during high-traffic periods of arrival and dismissal to ensure school safety.
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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: ~~6~~ ^{grades 1,} mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) ~~12~~ ^{grades} 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))

Goal to achieve priority	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core content areas available.
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Actions to achieve goal	All academic content areas, curriculum, and technology will be available to all students, including student subgroups, at all grade levels.
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STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A – ENGLISH

Goal to achieve priority	RLS will outperform nearby district schools with similar demographics.
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Actions to achieve goal	The RLS literacy model will have a heavy focus on phonics, fluency and vocabulary. As part of a Balanced Literacy approach, all students will participate in Guided Reading to ensure they receive instruction targeted at their skill level. Writing will be taught through a workshop model. Additional information can be found previously in Element A, as well as Appendices A-2, A-3 and A-4 of this charter.
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SUBPRIORITY B – MATHEMATICS

Goal to achieve priority	RLS will outperform nearby district schools with similar demographics.
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Actions to achieve goal	In addition to emphasizing basic skills and computational fluency, teachers will focus on developing students’ number sense and algebraic reasoning abilities. Students will be challenged to reason and communicate mathematically. Additional information can be found previously in Element A, as well as Appendices A-5 and A-6 of this charter.
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SUBPRIORITY C – SOCIAL SCIENCE

Goal to achieve priority	All students will participate in Social Studies.
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Actions to achieve goal	Social Studies instruction will be embedded in Literacy instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Additional information can be found previously in Element
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	A.
SUBPRIORITY D –SCIENCE	
Goal to achieve priority	RLS will outperform nearby district schools with similar demographics.
Actions to achieve goal	Science instruction will be embedded in both Humanities and Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Additional information can be found previously in Element A.
SUBPRIORITY E –VISUAL AND PERFORMING ARTS	
Goal to achieve priority	All students will participate in Visual and Performing Arts.
Actions to achieve goal	Arts will be integrated into the Humanities block, and or Enrichment courses. Additional information can be found previously in Element A.
SUBPRIORITY F –PHYSICAL EDUCATION	
Goal to achieve priority	All students will participate in Physical Education.
Actions to achieve goal	All students will have an opportunity to learn about different methods of exercise including team and individual sports.
SUBPRIORITY G –LIFE SKILLS	
Goal to achieve priority	Students, including all subgroups, will receive feedback on their demonstration of Rocketship Core Values.
Actions to achieve goal	Rocketship teachers will be trained on the Rocketship Core Values and evaluate students against those values.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

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 47605.6(b)(5)(B).

Assessment Beliefs

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Knowledge Targets (Stiggins, 2004)³³ should be studied and aligned to student assessment. All assessment methods should be based on what we expect students to know and to be able to do with specific information.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

All RLS goals are focused and aligned to the state priorities. In particular, RLS is focused on ensuring that all students graduate elementary school at and above grade level based on the Common Core State Standards. By reaching these goals, we will ensure that our students will be educated persons in the 21st century and well on their path to college graduation and career readiness.

School Outcome Goals

RLS is dedicated to documenting student achievement of the state content standards each year through state-mandated student assessments. As is required by the California Department of Education Code Section 60605, students will participate in the California Assessment of Student Performance and Progress (“CAASPP”) and all other mandated accountability programs (CELDT, etc.). Through these assessments, RLS shall demonstrate student mastery of state standards. Standardized assessments allow us to compare our students' performance with the rest of the state. In the absence of a State mandated test in any year, RLS may administer another nationally standardized test. In addition, the Charter School may provide internal learning performance accountability documentation. This internal documentation may include, but is not

³³ Stiggins, R.J., Arter, J., Chappuis, J., & Chappuis, S. (2004). *Classroom Assessment for Student Learning: Doing It Right-Using It Well.*

limited to: STEP, Individual Education Plan (“IEP”) goals, and other methods by which student progress may be assessed.

Pursuant to Education Code Section 47605(b)(5)(B), the following is a table describing RLS’s outcomes 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 and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by RLS at the school site.

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))

Goals:

1. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
2. 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
3. Facilities will be maintained and in good condition with repairs made on a timely basis.

School Action	Method of Assessment	Person(s) Responsible
All core teacher candidates will be screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status.	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.	RSED Human Resources Principal
All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition. We will purchase additional classroom libraries rich in non-fiction texts. We will purchase additional classroom technology.	Principal reviews all instructional materials before purchase pursuant to E.C. § 60119.	Principal
Regular general cleaning by custodial staff will maintain campus cleanliness; Regular facility inspections will screen for safety hazards.	Regular site inspection documents prepared by Business Operations Manager; Annual Facility Inspection Reports.	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.

Goals:

1. All teachers are trained to implement CA CCSS in their classrooms.
2. Annually, 100% of EL students will access academic content knowledge through the implementation of the CA CCSS.
3. 30% of EL students will be reclassified after three years of enrollment at RLS.

School Action	Method of Assessment	Person(s) Responsible
RLS teachers will receive at least 5 hours of professional development based on CCSS and the associated RLS “power standards” as outlined in this charter.	Professional Development calendar.	Principal Bay Area Director of Schools
EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. Teachers receive training in Guided Language Acquisition Design.	EL student performance on the CAASPP assessments; CELDT Assessments.	Principal
EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. All teachers will participate in professional development regarding appropriate strategies of support and intervention, as outlined in detail in this charter.	Reclassification and enrollment records.	Principal

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

Goals:

1. Parents are engaged in their students’ learning and actively participate in school decision making.

School Action	Method of Assessment	Person(s) Responsible
Parents are engaged in their students’ learning and actively participate in school decision making.	RLS will hold a minimum of 3 parent conferences a year and a minimum of 4 community meetings for parents to weigh in	Principal

on critical school decisions.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. CA Assessment of Student Performance and Progress 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 – N/A*
- 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 – N/A*
- 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 - NA*

Goals:

- 1. Rocketship students will exceed the average performance levels of students in schools with similar demographics in the surrounding districts on the Common Core Assessments
- 2. RLS will meet or exceed State-wide academic performance index (“API”) growth target school wide and for all subgroups.
- 3. 50% of students in CELDT levels 1-3 will move at least 1 CELDT level annually.
- 4. 30% of students will be reclassified after three years of enrollment at RLS.

School Action	Method of Assessment	Person(s) Responsible
Implementation of the CCSS aligned curriculum and instructional strategies and teachers will assess students throughout the year. Teachers will receive training on the CA Common Core Standards. Additionally, we will invest in assessment software that mimics the online testing format and rigor of the CAASPP.	CAASPP results and API reports or equivalent as determined by the CA Department of Education.	Principal
EL students will receive in class instructional support which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, GLAD instructional strategies, and additional English Learner instructional best practices as outlined in the charter.	CELDT/ELPAC Score Reports; EL Reclassification documentation, and enrollment records.	Principal

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STATE PRIORITY #5: STUDENT ENGAGEMENT

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3)) – N/A
- D. High school dropout rates – N/A
- E. High school graduation rates – N/A

Goals:

- 1. At least 95% attendance as measured by ADA
- 2. RLS will have truancy rates less than those of surrounding district schools with similar demographics.

School Action	Method of Assessment	Person(s) Responsible
RLS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. RLS will provide unique enrichment center opportunities and field trips to engage students and encourage high attendance.	Monthly and Annual ADA reports.	Principal
Parents will be made aware of the school’s attendance policy. RLS will notify parents of student absences. RLS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	Annual Truancy reports.	Principal

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.

Goals:

- 1. RLS suspension rates will be lower than surrounding district schools with similar demographics.
- 2. RLS will maintain an annual expulsion rate of less than 1%.
- 3. 70% of parents are satisfied with the relationship they have with their child’s teachers.

School Action	Method of Assessment	Person(s) Responsible
Teachers will be trained in	Suspension and expulsion	Principal

Positive Behavioral Intervention and Supports as outlined in this charter. RLS will track student behavior or infractions and conduct conferences when serious infractions occur.	records.	
RLS will conduct a bi-annual parent survey. Families will be encouraged to complete the survey. Teachers will conduct home visits and other parent teacher conferences. RLS will provide additional support staff during high-traffic periods of arrival and dismissal to ensure school safety.	Parent survey.	Principal

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))—N/A*

Goals:

1. Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core content areas available.

School Action	Method of Assessment	Person(s) Responsible
All academic content areas, curriculum, and technology will be available to all students, including student subgroups, at all grade levels.	Course Schedules.	Principal

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Goals:

1. RLS will outperform nearby district schools with similar demographics on the subjects that have state-mandated assessments (ELA, Math, Science). Students will participate in

<p>all non-tested subjects (Social Studies, Visual Arts, Physical Education, and Life Skills).</p> <p>2. Students, including all subgroups, will receive feedback on their demonstration of Rocketship Core Values.</p>		
School Action	Method of Assessment	Person(s) Responsible
<p>The RLS literacy model will have a heavy focus on phonics, fluency and vocabulary. As part of a Balanced Literacy approach, all students will participate in Guided Reading to ensure they receive instruction targeted at their skill level. Writing will be taught through a workshop model. Additional information can be found previously in Element A, as well as Appendices A-2, A-3 and A-4 of this charter.</p>	<p>CAASPP assessment results NWEA MAP.</p>	<p>Principal</p>
<p>In addition to emphasizing basic skills and computational fluency, teachers will focus on developing students' number sense and algebraic reasoning abilities. Students will be challenged to reason and communicate mathematically. Additional information can be found previously in Element A, as well as Appendices A-5 and A-6 of this charter.</p>	<p>CAASPP assessment results NWEA MAP.</p>	<p>Principal</p>
<p>Social Studies and Science instruction will be embedded in Literacy and/or math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Additional information can be found previously in Element A.</p>	<p>CAASPP assessment results Teacher created assessments.</p>	<p>Principal</p>
<p>Arts will be integrated into the Humanities block, and or Enrichment courses. Additional information can be found previously in Element A.</p>	<p>Course schedules.</p>	<p>Principal</p>
<p>All students will have an opportunity to learn about different methods of exercise including team and individual</p>	<p>Course schedules. 5th Grade Physical Fitness Results.</p>	<p>Principal</p>

sports.		
Rocketship teachers will be trained on the Rocketship Core Values and evaluate students against those values.	Report cards.	Principal

ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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 47605.6(b)(5)(C).

Because of the importance of data to our RtI model, RLS will be a data-driven school. RLS uses the Platform and the Data Analysis Form as outlined in the Professional Development section. RLS affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

CAASPP data and data from the NWEA MAP assessment will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to meet their growth goals during the year, we will administer the NWEA assessment at the beginning, middle and end of each academic year, as well as conducting bi-monthly assessments of each student in Reading, Writing, and Math. Following are the current methods we plan to use to assess students. Our Reading assessment is based on STEP. Our Writing assessment is a rubric at each grade-level based on Lucy Calkins. Our benchmarks are aligned to the CA Common Core State Standards. We have correlated the NWEA assessment and these internal assessments with performance on end of year CAASPP data, and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff will be trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students.

Use and Reporting of Data

As discussed further in the Data Driven Instruction and Professional Development sections of Element A, teachers will spend much of their time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. As detailed above, Schoolzilla will be used to track student data and will also be integrated with RLS's Student Information System. As discussed earlier in the sections on at-risk and high-performing students, this bi-monthly student data will be used for early identification of students in those two categories.

Student progress towards skill mastery will be documented three times annually in standards-based report cards. In addition to the standards-based report card items, we add summary metrics in Literacy and Math based on our bi-monthly assessments to aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Parent-teacher conferences will be scheduled three times a school year and more

often on an as-needed basis. Teachers will share students’ academic and socio-emotional progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the school will publish student results annually through the SARC, in compliance with the California Constitution, California Education Code and NCLB. Student achievement data will be disaggregated annually to identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additionally, Rocketship Education’s Board of Directors and leadership team regularly reviews progress towards these goals using our network health dashboards. These dashboards are regularly reviewed by our executive team, board, and school leadership. This regular review helps keep our schools on track to meet these goals.

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. RLS collects annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program. RLS shall comply with Education Code Section 47604.3 and the Public Records Act.

Assessment Matrix

The table below outlines existing Rocketship Assessments and methods of assessment, and how they will align to the LCAP State Priorities and Rocketship goals listed above in Element B.

Measurable Goals (as defined in Element B)	Assessment Tools	Assessment Description	Assessment Schedule
<u>State Priority #1, Goal 3:</u> Facilities will be maintained and in good condition with repairs made on a timely basis.	*Site inspection reports	Site inspection checklists and facility inspection checklists, prepared by Business Operations Manager	Quarterly
<u>State Priority #2, Goal 1:</u> All teachers are trained to implement CA CCSS in their classrooms.	*Professional development calendar *Teacher rosters	*Summer and school year professional development calendar *Rosters for current teachers	Annually
<u>State Priority #2, Goal 3:</u> 30% of EL students will be reclassified after three years of enrollment at RLS.	*Reclassification records *Enrollment records	*English language development assessment *State ELA assessment *Internal writing assessment *Enrollment date	Annually
<u>State Priority #3, Goal 1:</u> Parents are engaged in	*Materials from Community	* All structures will create and maintain	Continuous basis as scheduled by the

their students' learning and actively participate in school decision making.	Meetings *Materials from Parent Conferences	agendas and reports on parent participation.	school
<u>State Priority #4, Goal 1:</u> Rocketship students will exceed the average performance levels of students in schools with similar demographics in the surrounding districts on the Common Core Assessments.	*CAASPP	State required assessments - STAR, Smarter Balanced	Annually
<u>State Priority #4, Goal 2:</u> RLS will meet or exceed State-wide academic performance index ("API") growth target school wide and for all subgroups.	*API	State required assessments - Smarter Balanced	Annually
<u>State Priority #4, Goal 3:</u> 50% of students in CELDT levels 1-3 will move at least 1 CELDT level annually.	*CELDT/ELPAC	English language development assessment	Annually
<u>State Priority #4, Goal 4:</u> 30% of EL students will be reclassified after three years of enrollment at RLS.	*Reclassification records *Enrollment records	*English language development assessment *State ELA assessment *Internal writing assessment *Enrollment date	Annually
<u>State Priority #5, Goal 1:</u> At least 95% attendance as measured by ADA.	*Monthly and Annual ADA reports	*Monthly and Annual ADA reports	Monthly, Annually
<u>State Priority #5, Goal 2:</u> RLS will have truancy rates less than those of surrounding district schools with similar demographics.	*Annual truancy reports	*Annual truancy reports for RLS and nearby schools	Annually
<u>State Priority #6, Goal 1:</u> RLS suspension rates will	*Annual School Accountability	*Annual School Accountability Report	Annually

be lower than surrounding district schools with similar demographics.	Report Card & Annual Report and CALPADS Report 7.1	Card & Annual Report and CALPADS Report 7.1	
<u>State Priority #6, Goal 2:</u> RLS will maintain an annual expulsion rate of less than 1%.	*Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1	*Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1	Annually
<u>State Priority #6, Goal 3:</u> 70% of parents are satisfied with the relationship they have with their child's teachers.	*Parent Survey	*Internally created survey capturing parent satisfaction with Rocketship	Bi-annually
<u>State Priority #7, Goal 1:</u> Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core content areas available.	*Course schedules	*Course schedules for students (e.g. bell schedules)	Annually
<u>State Priority #8, Goal 1:</u> RLS will outperform nearby district schools with similar demographics on the subjects that have state-mandated assessments (ELA, Math, Science). Students will participate in all non-tested subjects (Social Studies, Visual Arts, Physical Education, and Life Skills).	*CAASPP *5 th grade physical fitness assessment *Course schedules *NWEA MAP *Teacher created assessments	*State Required Assessments *Course schedules for students (e.g. bell schedules) *Nationally normed English Language Arts and Math assessments *Internally created teacher assessment to measure student performance	Varies by assessment (Annually, Quarterly and more frequent as necessary)
<u>State Priority #8, Goal 2:</u> Students, including all subgroups, will receive feedback on their demonstration of	*Report cards	*Student ratings against each of the Core Values (Respect, Responsibility, Empathy, and	3 times a year

Rocketship Core Values.		Persistence)	
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ELEMENT D: LOCATION OF THE CHARTER SCHOOL

Governing Law: The location of each charter school facility that the petitioner proposes to operate.

-- California Education Code Section 47605.6(b)(5)(D)

Rocketship Los Sueños is located at 331 S. 34th Street San Jose, CA 95116, within the boundaries of Alum Rock Unified School District.

ELEMENT E: GOVERNANCE AND LEGAL ISSUES

“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 47605.6(b)(5)(E)

Legal Status

In accordance with Education Code section 47604, RLS shall be operated by Rocketship Education (RSED), a California non-profit public benefit corporation with 501(c)(3) status pursuant to California law. RSED will be governed by a Board of Directors pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter.

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. All staff will be employees of RSED.

The proposed governance structure will help ensure that RLS becomes and remains a viable enterprise.

Organizational Structure

RLS will be governed by the RSED Board of Directors. The Board is ultimately responsible for the operation and activities of RLS. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The Rocketship Education bylaws state that the Board must consist of at least three and up to twenty five members who will govern RLS. 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 Rocketship Education Board does not experience full turnover at once. In addition, each region with Rocketship schools will have at least one advisory board made up of parents as well as community and business leaders. The advisory board will be crucial in conveying the needs of the communities that Rocketship schools serve to the Rocketship Education Board of Directors and will give parents and community members a voice in the governance of RLS.

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:

- Operation of charter schools
- Real estate expertise
- Legal expertise
- Financial expertise
- Fundraising ability
- Significant involvement in the communities served by RLS
- Subject and professional development knowledge in Literacy and Math

RSED Board Duties

The RSED Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Setting the enrollment and grade-level configuration for the Charter School;
- Approval of annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- 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 all changes to the school charter;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Evaluation of RLS Principal;
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in RLS annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to RLS policy;
- Increasing public awareness of the Charter School

RSED will update the County on any changes to the RSED Board of Directors.

Board Meetings

The Board of Directors 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.

RSED has adopted a conflict of interest code which complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code.³⁴

The Board of Directors meetings will be headed by a Board Chairman.

As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members as allowable under state law.

Board Training

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

Board Delegation of Duties

The RSED Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of RSED any of those duties with the exception of those listed in the Bylaws. Furthermore, the Board may not delegate approval of the budget, approval of independent fiscal audit, approval of Board policies, hiring or termination of the CEO, and expulsion of students, and any other duties prohibited by law. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Where the Board has formally taken action to delegate authority to staff, changes must:

- Be in writing;
- Specify the 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 as needed to perform various governance functions. If utilized, the Executive Committee will be composed of no fewer than 2 members. The Executive Committee shall comply with the Brown Act and the Conflicts Code of the Charter School.

Rocketship Education

The Staff of Rocketship Education shall provide the following services to RLS:

³⁴ To be updated as necessary to meet updates to applicable conflicts of interest laws.

- (a) creating the School, including, but not limited to, any and all required legal and financial filings;
- (b) creating, preparing and submitting the School’s charter;
- (c) researching, locating and preparing a suitable facility (the “Facility”) for the operation of the School;
- (d) researching, providing or preparing for any future expansion of the Facility to accommodate growth of the School;
- (e) providing professional development training for certain employees of the Company prior to the commencement of the school year and continuing throughout the school year as necessary;
- (f) providing office services, such as accounting, payroll, human resources and billing;
- (g) supervising the annual budget;
- (h) developing and executing fundraising opportunities;
- (i) working with the Charter Authorizer, CDE and other agencies as necessary, including complying with reporting requirements and any other general inquiries received from these agencies;
- (j) supervising the parent coordinators and parent involvement generally;
- (k) marketing for student enrollment;
- (l) assisting with public relations;
- (m) writing grants for state and other funding;
- (n) providing guidance relating to the curriculum;
- (o) providing support for information technology;
- (p) securing working capital financing for the school
- (q) providing financial support as needed; provided, however, that such support be agreed to by the parties in a separate writing;
- (r) providing any other operational or educational needs relating to the School that the Company may reasonably request of Manager.
- (s) collecting Special Education funds and managing the Special Education program budget on behalf of all Rocketship Education schools that are part of the El Dorado County SELPA and therefore having the authority to determine the allocation of Special Education dollars based on Special Education needs at each site; and
- (t) collecting in-lieu property taxes from the County and reconciling payments made by the County against actual amounts owed pursuant to the Charter Schools Act.

Parent Participation

Rocketship views deep parental engagement and ongoing advocacy for their children as essential to our mission of eliminating the achievement gap.

A new charter school can evoke a mix of hope and anxiety from targeted school communities. While parents are eager for high quality school options, many are skeptical of a new provider and its intentions. To mitigate these concerns, RLS is committed to communicating transparently and respectfully with the community from the onset. Staff will hold a series of open meetings for parents and community members—after school and on weekends. In addition, the organization will sponsor community outreach nights so parents and community members can be informed of the new vision for this school.

As RLS is being established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the school. Because RLS will be its own LEA and projects to have over 21 English Learners enrolled, RLS will form an ELAC committee that complies with all of the California Department of Education English Learner Categorical Program requirements as well as a School Site Council as required by state law. RLS parents will be encouraged to join the ELAC, School Site Council, and the Regional Advisory Board.

Additional Opportunities for Parent Involvement

Parents, students and teachers will meet regularly to plan and assess the student's learning progress and determine goals. In addition, other parental involvement opportunities include:

- **School and staff evaluations:** parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by staff and faculty for consideration of ongoing improvement of Rocketship Education.
- **Volunteer opportunities:** the Principal will maintain a list of various opportunities for parents to volunteer at RLS. As part of the Commitment to Excellence, families are asked to commit to 30 hours of volunteer time per year. While this commitment is not a requirement, it is strongly recommended as a method to foster family-school partnerships. In order to fulfill their commitment, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend field trips and serve on parent committees.
- **Advocacy:** parents and community members communicate the school design and outcomes to the public, educators, and policy makers and advocate for necessary policies and resources.

Determining Success for Parent Involvement

Parent involvement is critical to the academic success of RLS students and the overall success of RLS, and so the Rocketship Governing Board of Directors and RLS school leaders will use dashboard metrics to measure the success of parent involvement. The key goals for successful parent involvement are:

- Enlisting at least 20 "Parent Leaders" at RLS: 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 Santa Clara County.
- 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 RLS Schools.
- Engaging each RLS family to complete at least 30 volunteer hours at the school per year: RLS parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RLS 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. Though these volunteer hours are encouraged, no family is required to complete the 30 volunteer hours.

Families will be made aware of RLS's performance in a variety of ways: First and foremost, school performance (not solely on state accountability assessments, but also on Rocketship internal assessments, and other summative assessments such as the NWEA) will often be a topic of discussion at Rocketship Community meetings which will be held on a monthly basis. Further, it will also be a topic discussed by teachers with Rocketship parents during parent-teacher conferences and by the Principal at various other school events, including back-to-school barbeques assuming assessment results have been released.

ELEMENT F: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school.

-- California Education Code Section 47605.6(b)(5)(F)

RLS shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605.6(e)(1), RLS shall be nonsectarian in its employment practices and all other operations. RLS 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 RLS.

Key Positions

Principal

The Principal will be responsible for creating a school capable of achieving the RLS mission and goals. This will include leading the Charter School 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

RLS will have at least two Assistant Principals, focused full-time on the implementation of RLS's academic systems and mentoring teachers to improve their effectiveness. Job qualifications for the Assistant Principal include:

- Assistant Principals have made significant gains with their students for at least the past year or years;
- Assistant Principals care deeply about children. Assistant Principals must espouse RLS's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Assistant Principals must show 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;
- Assistant Principals must be strong team players, 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.

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 through coordination of SST and SAT processes
- Collaborate with the ISE teacher 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:

- 2+ years' experience teaching in an urban city classroom and realizing significant gains
- 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 by RLS 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.

RLS 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:

- (1) a bachelor's degree;
- (2) California teaching credential: CLAD or BCLAD, clear or in progress
- (3) 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”).

RLS shall comply with Education Code Section 47605.6(1), 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.

RLS personnel progress up a career ladder. Advancement up the ladder is based on the quality of that teacher's instruction: student academic outcomes, his or her ability to work in a team of educators, and satisfaction of the families served by this teacher. We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. RLS has a career ladder for teachers, which recognizes student performance as a primary factor in advancement. Creating a career ladder like RLS's has several advantages, including employee retention, succession planning, and better career development (CA State Dept. of Employee Development, 2003).

Integrated Special Education (ISE) Teacher

The ISE Teacher is a full-time position that reports to the RLS Principal. The ISE Teacher 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 ISE Teacher 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 RLS 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

Individualized Learning Specialists (ILS)

Individual Learning Specialists 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
- Bachelor’s Degree is a plus, but not required
- Background check, TB test and fingerprinting required

Paraprofessional

The Rocketship Special Education Paraprofessional position is a full time position that reports to the RLS 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
- Comfort in a start-up environment with flexibility
- 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
- AA Degree and HS Diploma or GED required

Other Positions

Office Manager

The Office Manager will be responsible for daily operations at RLS. The Office Manager will report to the Principal. Qualifications include the following.

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 RLS.

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 (BOM)

The primary purpose of the 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. Students rotate through Enrichment Center every day in blocks of 30-45 minutes.

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

Support Staff

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

Duties may include, but not be limited to:

- 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 G: HEALTH AND SAFETY PROCEDURES

Governing Law: “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 47605.6(b)(5)(G)

The following provides a brief summary of RLS policies:

Fingerprinting/Background Check

Employees and contractors of RLS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the RSED Director of HR on a semi-annual basis. The Director of HR shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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.

TB Testing

RLS 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

RLS will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

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

Emergency Preparedness

RLS 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

RLS 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

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

Facility

The facility to be utilized by RLS must be in compliance with either the Field Act or the California Building Standards Code in accordance with Education Code 47610. RLS shall receive a Certificate of Occupancy before the start of school.

RLS 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, RLS reserves the right to build a facility in compliance with the Field Act or to request Field Act compliant facilities from the County in the future under Proposition 39 and its implementing regulations. The School 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. The School shall conduct fire drills as required under Education Code Section 32001.

ELEMENT H: 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 47605.6(b)(5)(H)

RLS 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 county.

RLS 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 county.
- Outreach activities as described in Element A.

As part of outreach to Spanish speakers, RLS provides:

- a. Flyers in both English and Spanish about upcoming RLS meetings
- b. General information sheets, and other key documents, including the school vision and mission statement in Spanish
- c. Information in Spanish on the Rocketship Education website
- d. Spanish translators at all general meetings

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

ELEMENT I: FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

-- California Education Code Section 47605.6(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 the books and records of the Charter School will be conducted as required by the California Education Code . The books and records of RLS 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 the County, 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 of the Charter School 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 the Charter School 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 of the Charter School 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 47605.6(b)(5)(J)

RLS 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 the Charter School's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility. The County is already in possession of the RLS Suspension and Expulsion Policy, but we are happy to provide another copy if requested. The suspension/expulsion policy shall serve as the Charter School'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. Charter School 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 47605.6(b)(5)(K)

All full-time employees of the Charter School will participate in a qualified retirement plan. Full-time certificated employees will participate in the State Teachers' Retirement System ("STRS"), and full-time non-certificated employees will be offered a 403(b) program with a 3% match from RSED. All part-time employees and full-time non-certificated employees will participate in the federal social security system. Employees at the Charter School may have access to additional RLS-sponsored retirement plans according to policies developed by the board of directors and adopted as the Charter School's employee policies. Rocketship Education's HR team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been made.

ELEMENT L: 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 47605.6(b)(5)(L)

Intent

The intent of this 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 RLS to meet the requirements of Education Code Section 47605.6(b)(5)(L) with the understanding that RLS may present revisions for SCCOE consideration and approval either as part of the MOU or as an amendment to this charter.

Public Comments

The staff and governing board members of the Charter School 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.

Internal Disputes

All internal Rocketship disputes will be handled internally and will be governed by the Charter School’s adopted policies.

Disputes Between the Charter School and the Chartering Authority

In the event of a dispute between the Charter School 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 RLS 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, RLS 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 RLS 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 M: 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 47605.6(b)(5)(M)

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 N: ADMISSIONS REQUIREMENTS

Governing Law: "Admission requirements, if applicable."

a. - California Education Code Section 47605.6(b)(5)(N)

STUDENT ADMISSIONS POLICIES AND PROCEDURES

RLS shall strive to achieve a student population from Santa Clara County which understands and values RLS's mission and vision statements and is committed to RLS instructional and operational philosophy.

Rocketship Los Sueños 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 the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

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).

The application process is comprised of the following:

- Completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing

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

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

RLS shall admit all students who wish to attend the Charter School subject only to capacity. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this occurs, RLS will hold a public random drawing 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.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

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

The Charter School and County mutually agree that the preferences in the public random drawing as listed above are consistent with the California Education Code Section 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 the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the County.

Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify. 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. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will likely conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT O: ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend charter school.

-- Education Code Section 47605.6(b)(5)(O)

No student may be required to attend the Charter School. Students who reside within Santa Clara County may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing SCCOE enrollment and transfer policies.

Parents and guardians of each student enrolled in the Charter School 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 P: DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.

.-- Education Code Section 47605.6(b)(5)(P)

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

All employees of the Charter School will be considered the exclusive employees of Rocketship Education and not of the county, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the county 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 the Charter School.

ELEMENT Q: 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 47605.6(b)(5)(Q)

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School 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 the Charter School, the Santa Clara County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School'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 the Charter School 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 the Charter School.

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, the Charter School 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, the Charter School 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 the Charter School 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 the Charter School.

RSED will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all net assets of the Charter School, 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 the Charter School and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any County property will be promptly returned upon Charter School closure to the 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, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School. The Charter School will utilize reserve funds to undertake any expenses associated with the closure procedures identified above.

BUSINESS OPERATIONS

BUDGETS AND CASH FLOW

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 47605.6(h)

Attached, as Appendix BO-1 please find the following documents:

- A projected multi-year budget including start up costs
- 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. Since this charter is being submitted to the County, the County 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 the County as required by Education Code 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the County 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

RLS shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. 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.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. 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.
6. All attendance reports: 20 day, P-1, P-2 and annual.
7. All additional reporting as agreed to, in writing, as part of an MOU between SCCOE and RLS.

INSURANCE

RLS 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 47605.6(h)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above under Governance 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 RLS 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

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 47605.6(h).

Location:

Rocketship Los Sueños is located at 331 S. 34th Street San Jose, CA 95116.

Projected Cost, Type, and Financing Plan

Rocketship conducts a rigorous facilities acquisition process. Historically, this process has resulted in working with Launchpad Development Company (Launchpad) to acquire the land and build Rocketship's schools.

Each of these facilities housing Rocketship's first nine schools 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 will budget Facility Expenses based on estimated lease payments determined by its real estate development partner based on the cost of each new 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.

For schools that are developed by Launchpad, Rocketship's permanent school facility will typically include the following:

- Classrooms to support up to 650 students
- At least 2,300 sq. ft. multi-purpose room

- A servery, including a warming oven, refrigerator, and milk cooler for food service
- A foyer
- At least 3 to 4 staff offices and administrative spaces
- A flexi-space that will likely serve as a parent volunteer room, with the possibility of converting into an ISE (integrated special education) room, another staff office, or other such use
- A staff room
- Parking to accommodate all staff and a few visitors, usually 24 to 27 spaces
- A play area with recycled rubber surfacing and a play structure
- An outdoor area for community Launch, structured physical education, and recess
- An outdoor lunch shelter

Launchpad has successfully used this building model for Rocketship’s first nine schools and revises the model each year to ensure that the school building is accommodating the school programming needs in an efficient and optimal manner, and is supporting the high performance of the schools.

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.

- 1) New Market Tax Credits
- 2) Tax Exempt Bond financing
- 3) 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, four projects by issuing long term tax exempt bonds, and one project through short term private financing. 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.

IMPACT ON THE COUNTY

Governing Law: Potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education.

-- Education Code Section 47605.6(h).

Civil Liability

RLS 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. 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 RLS.

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 RLS.

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 this charter, 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, yet 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, 2015.

In order to comply with rigorous County charter approval requirements, the Petitioners of the original charter attached a comprehensive series of detailed appendices. Those appendices, with the exception of the Budget included as Appendix BO-1, were not intended to be incorporated by reference into the petition, but were provided to ensure that the County had a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intended to achieve the academic results outlined in the charter. For purposes of this charter renewal petition, and only after consultation with County staff, those appendices have been removed, as they are already possessed by the County. The only appendices being submitted for this renewal petition is a copy of the school's current LCAP plan (Appendix A) and the Budget documents (Appendix BO-1). Rocketship will re-submit any of previous appendices at the County's request.