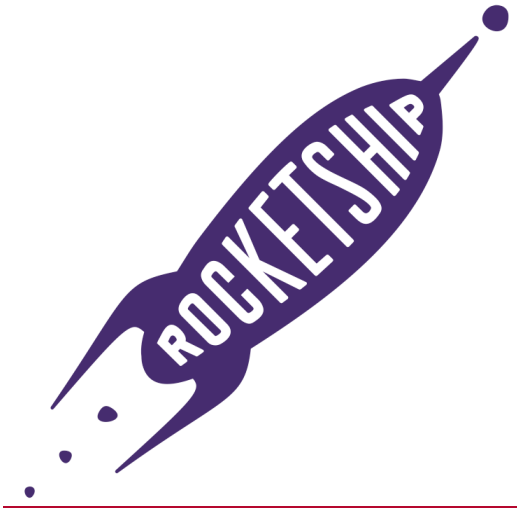
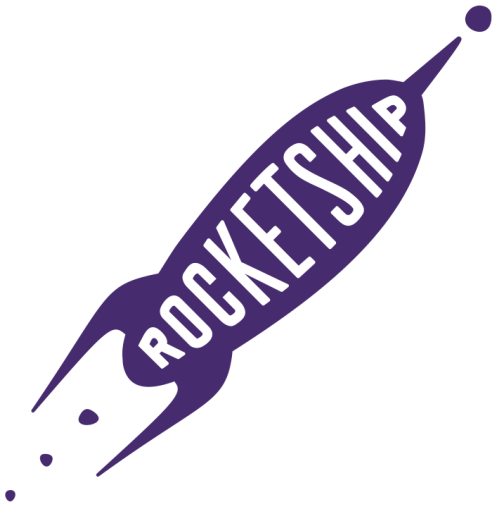
Rocketship Alma Academy





Charter Renewal

Petition ~~for Renewal of Charter~~

Submitted to the Santa Clara County Board~~Office~~ of Education

September 3, 2024

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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) (a) Improve student learning.

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

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

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

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

(f) (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) (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 Alma Academy is proud to have accomplished all of these intended results, as discussed herein~~fulfills the requirements of Section 47605.6 of the Act~~.

AFFIRMATIONS AND DECLARATION

~~AFFIRMATIONS AND ASSURANCES~~

~~As the authorized lead petitioner, I, Marie Gil, hereby certify that the information submitted in this petition for the renewal the California public charter school~~ Rocketship Alma Academy ("**RSA**"~~("Alma,"~~ or ~~"~~the "Charter School"), operated by Rocketship Education d/b/a Rocketship Public Schools ("**RSED**" or "**Rocketship**"), authorized by the Santa Clara County Board of Education ("**SCCBOE**"), with oversight by~~submitted to~~ the Santa Clara County Office of Education (~~("the County" or~~ "SCCOE") (SCCBOE and SCCOE are hereinafter sometimes collectively referred to as the ~~or~~ "Authorizer" or the "**County**"),~~")~~ and located within the boundaries of Santa Clara County~~, is true to the best of my knowledge and belief, for a five-year term to begin July 1, 2017. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the renewal of a charter, the Charter School~~ will follow any and all applicable 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~~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 Section ~~§~~47605.6(d)(1)] ~~)]~~

2. The Charter School declares that RSED shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act~~, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.~~ [Ref. ~~California~~ Education Code Section ~~§~~47605.6(b)(6)]~~)~~

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

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

5. 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 it~~each application~~ will hold~~be given a chance of admission through~~ a public random drawing to determine admission~~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 of that student's parent or legal guardian~~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. ~~California~~ Education Code Section ~~§~~47605.6(e)(2)(A)-(C)]. ~~B)]~~.

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, 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).

[Ref. ~~California~~ 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 ("**IDEA**"), Section 504 of the Rehabilitation Act of 1973 ("**Section 504**"), and Title II of the Americans with Disabilities Act of 1990 ("**ADA**").~~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.~~

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 Section §11967.5.1(f)(5)(C)]

9. The Charter School will ensure that teachers in the Charter School hold the~~a~~ Commission on Teacher Credentialing ("**CTC**") certificate, permit, or other document ~~equivalent to that which a teacher in other public schools are~~ required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.~~to hold.~~ [Ref. ~~California~~ Education Code Section §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.~~10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.

~~12.~~11. 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.~~12. The Charter School will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D): to pupils in transitional kindergarten and kindergarten, 36,000 minutes; to pupils in grades 1 to 3, inclusive, 50,400 minutes; to pupils in grades 4 and above, 54,000 minutes.

~~14.~~13. 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)]~~a transcript of grades or report card and health information.~~

1. 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)]

2. The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code

Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

~~15.~~14. 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)(2)] ~~}~~

~~16.~~15. 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)]

~~17.~~16. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. ~~[Ref. California Education Code Sections 47605.1]~~ The Charter School will be located within the boundaries of Santa Clara County as required by the Education Code. [Ref. Education Code Sections 47605.6 and 47605.1]

~~18.~~17. 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) and~~),~~ 47610]

~~19.~~18. 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.~~19. The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("**CPRA**"). ~~.~~

~~21.~~20. The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("**FERPA**"). ~~.~~

~~22.~~21. The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq*. ("**Brown Act**").~~.~~

3. The Charter School shall comply with Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1 ("**Section 1090**").

4. The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. ("**PRA**").

~~23.~~22. The Charter School shall comply with all applicable portions of ~~California~~ Education Code and ~~State Board~~ Title 5 Regulations which are not otherwise waived under Education~~Ed~~ Code Section 47610.

Maricela Guerrero, Executive Director, Rocketship Education - California

~~January 20, 2017~~

~~Lead Petitioner~~ **Date**

EXECUTIVE SUMMARY

In the heart of South San Jose, Rocketship Alma stands as a beacon of hope and transformation, embodying the spirit and resilience of the community it serves. Founded in 2012, Rocketship Alma emerged from the collective desire of local families to provide their children with a high-quality public education that would empower them to become agents of change in their community. The story of Rocketship Alma is one of community spirit, dedication, and a commitment to service—qualities that continue to define the Charter School today.

The early beginnings of Rocketship Alma's physical space trace back to an empty lot on Alma Avenue and long wait lists from families wanting a neighborhood to meet their growing needs and serve as a true reflection of their values and aspirations. The nearby community center, though small, became a hub of activity as families and community members rallied together to bring Rocketship Alma to life.

The decision to build Rocketship Alma on an abandoned lot was intentional, symbolizing the community's commitment to turning a neglected space into a place of learning and growth. The name "Alma," which means "soul" in English, was chosen by the founding families as a reflection of the Charter School's deep connection to the community. It speaks to the idea that Rocketship Alma is not just a school, but the soul of the neighborhood—a place where children are nurtured, empowered, and inspired to pursue equity and excellence.

Rocketship Alma opened its doors with an initial cohort of 500 students, many of whom were eager to attend a school that offered the resources and opportunities they had been longing for. The Charter School quickly became known for its trailblazing approach to early childhood education, offering full-day kindergarten at a time when half-day programs were the norm. This decision was driven by the belief that providing children with a strong foundation in literacy and learning from an early age would set them on a path to success in later years. The success of this approach is evident in the fact that the majority of students who started in kindergarten at Rocketship Alma remained with their cohort through fifth grade, achieving academic milestones that far exceeded expectations.

At Rocketship Alma, the commitment to service extends beyond the classroom. The Charter School has partnered with local organizations, such as the nearby community center, to address broader community needs. The local neighborhood association around traffic safety issues and neighborhood clean ups. These partnerships have included initiatives to improve neighborhood safety, support local families, and provide resources for students' social-emotional development. With a specific eye to academics, and as confirmed by the California Department of Education in March 2024, Rocketship Alma has achieved the status of a middle-performing charter school under the standards implemented in 2019 through Assembly Bill ("AB") 1505, and is entitled to renewal of its charter under the default approval standard in Education Code Section 47607.2(b). Rocketship Alma is pleased to present a comprehensive analysis of its academic and other achievement data in the sections that follow, documenting why the charter should be renewed, and we note the following highlights:

- Named a "Top School" by Innovate Public Schools, an "Honor Roll School" by Educational Results Partnership (ERP), and a "California Pivotal Practice" school by the California Department of Education
- Achieving blue performance indicators for student suspension rates on the California School Dashboard.
- Steadily reducing chronic absenteeism rates due to strategic pandemic recovery efforts

- Verified data showing annual growth of at least 1.1 years in both Reading and Math coming out of the pandemic, demonstrating a bounce back from pandemic lows.
- Matching or exceeding statewide Dashboard scores for ELA and Mathematics in 2023

Rocketship Alma has demonstrated consistent growth and success. The Charter School has achieved strong academic indicator results on the California School Dashboard, reflecting the hard work and dedication of its students, teachers, and families. Rocketship Alma has also been recognized for its efforts to close the achievement gap, with student subgroup performance that mirrors schoolwide averages. The Charter School's focus on early literacy, combined with its comprehensive approach to academic and social-emotional support, has made it a model for other schools in the Rocketship network and beyond.

Looking ahead, Rocketship Alma is poised to continue its legacy of excellence and community engagement. The Charter School remains committed to its mission of catalyzing transformative change in low-income communities through a sustainable public school model. As Rocketship Alma enters its next charter term, it will continue to build on its successes, further strengthening its role as a pillar of the community and a source of pride for the families it serves.

Rocketship Alma reflects the intent and ideals of the Charter Schools Act of 1992, "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish," among other objectives, "provid[ing] parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system … hold[ing] the schools established under this part accountable for meeting measurable pupil outcomes, and provid[ing] the schools with a method to change from rule-based to performance-based accountability systems," and "[p]rovid[ing] vigorous competition within the public school system to stimulate continual improvements in all public schools."

On behalf of the families, students, and community of Rocketship Alma, we respectfully ask the Santa Clara County Office of Education and County Board of Education to approve the renewal petition for a five-year charter term. Together, we will continue to empower the next generation of change-makers and ensure that Rocketship Alma remains a source of inspiration and opportunity for all.

INTRODUCTION
CRITERIA FOR RENEWAL

Introduction

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("**Dashboard**"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. As determined by law and the CDE, RSA is designated as middle-performing, and is thus eligible for a five-year charter renewal term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English Language Arts/Literacy and Mathematics

Rationale for Renewal of RSA Charter Petition

For middle-performing charter schools, Education Code Section 47607.2 mandates that the Authorizer consider the performance, schoolwide and for all student subgroups, of RSA on the state and local indicators on the Dashboard. The Authorizer shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("**CAASPP**") ELA and math assessments and the English Learner Progress indicator ("**ELPI"**).

Further, in addition to the state and local indicators on the Dashboard, the Authorizer shall also consider evidence, if provided by the Charter School, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year's progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

In support of approval of its charter renewal petition, below RSA submits data from the Dashboard, among other verified data sources. As the data presented below demonstrates RSA has met the criteria for renewal under Education Code Section 47607.2(b) and as recognized by the CDE.

STUDENT PERFORMANCE DATA

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

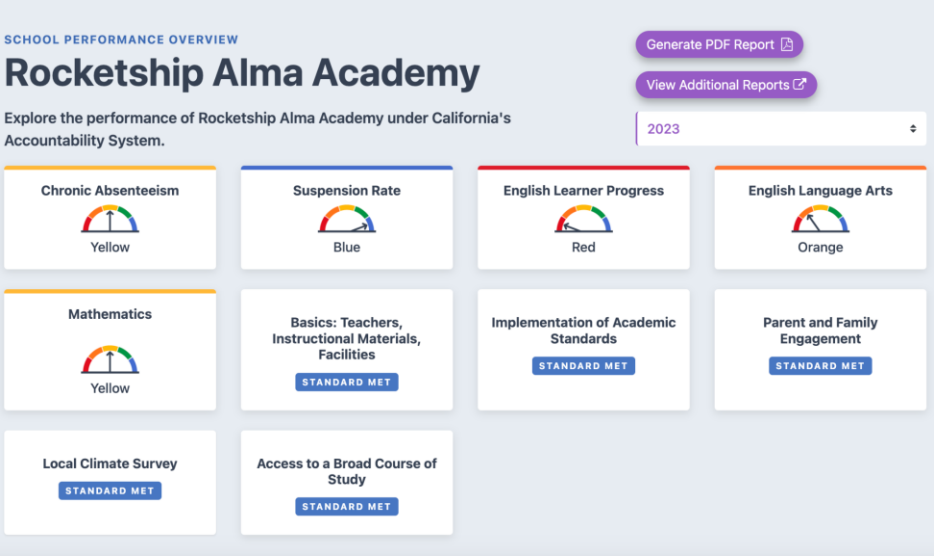
CA DASHBOARD: STATE ACCOUNTABILITY SYSTEM

The most recent California School Dashboard Reports for Rocketship Alma are attached to this petition as Appendix 1, and a snapshot of the overview for Rocketship Alma's California School Dashboard Report is provided below.

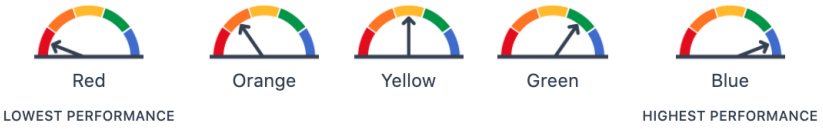
The Dashboard data from 2020 and 2021 were not reported by the CDE because of state testing cancellations in 2020 due to the COVID-related school closures and optional state testing in 2021. Since data reporting/collection had been paused during the pandemic, 2022 was a new baseline year. Although unable to calculate performance levels without a change component, the state did report the 2022 current status for each metric (ranging from "Very Low" to "Very High"). The state returned to reporting performance levels in 2023.

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

Therefore, the remainder of this section highlights Rocketship Alma's Dashboard data from 2018 to 2023 for all students and student groups.



Per the California School Dashboard website, "Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year."[1]



STATE PERFORMANCE INDICATORS

Education Code Section 47607.2(b) requires authorizers to consider the schoolwide performance on the state indicators, with greater weight given to the academic indicators. In 2019, the Charter School's ELA and Math academic indicator performance levels were Blue, the highest level. In 2023, Rocketship Alma's ELA academic indicator was Orange and its Math academic indicator was Yellow. Rocketship Alma earned Red on the English Learner Progress Indicator in 2023, the first year ELPI was reported with a performance level.

With respect to the non-academic indicators, the Charter School's Chronic Absenteeism performance level earned Yellow in 2023 and Rocketship Alma's Suspension rate has been consistently Blue, the highest level.

Table 1 reports Rocketship Alma's historical performance levels during its charter term. The state suspended

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

indicator performance level reporting in 2020 and 2021 due to the COVID-19 pandemic. When applicable, current statuses (“very high” to “very low”) are reported in the table for years when performance levels were not available.

Table 1 - Rocketship Rocketship Alma’s Historical State Indicator Performance Levels

INTRODUCTION

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, or in the aggregate for the prior three years [§ 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)].

Due to the State Board of Education's suspension of API, however, Assembly Bill 484 authorized three alternatives to meet legislative and/or programmatic requirements, including charter renewals. These alternatives, described below, are set forth in a May 13, 2014 letter from Superintendent Tom Torlakson at the California Department of Education (CDE).

1. The most recent API calculation.
2. An average of the three most recent annual API calculations.
3. Alternative measures that show increase in pupil academic achievement for all groups of pupils schoolwide and among significant student subgroups.

In this letter, the CDE states that "[p]ursuant to EC Section 47607(a)(3)(A), **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." (emphasis added)

In addition to the three options described above, the letter from the CDE also allows 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 CDE instructs 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, Rocketship Alma has met each and every criteria for renewal under the Education Code and as authorized by the CDE. While the State is no longer focusing on API, both Alma's most recent score and three-year average were above the statewide goal of 800. Furthermore, over the past five years, Alma 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. And finally, Alma 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 school district and the public schools that its students would have otherwise attended.

STUDENT ACHIEVEMENT AND GROWTH AT ALMA

CAASPP

In accordance with California laws and regulations, Rocketship Alma first administered the California Assessment of Student Performance and Progress (CAASPP) in the 2014-15 school year.

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. Despite the unfamiliarity and increased complexity of the new assessment regimen, Alma students in 3-5 grades performed at least equal to - and in some cases much better than - students in the District and State in both Mathematics and ELA/Literacy.

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.

Alma is located in the San Jose Unified District (SJUSD, or the District). A significant number of Alma students would otherwise attend Ernesto Galarza or Washington elementary schools, which are the District public schools located in closest proximity to the Alma campus (hereinafter described as the "alternative District schools"). Table 1 below shows the breakdown of Alma's primary student subpopulations as compared to the District, the State, and the alternative District schools. The alternative District schools also have similar pupil compositions to Alma, as shown below.

Table 1

2015-16 Student Demographics, Grades 3-5

Indicator	2018Enrollment	2019% Socioeconomically Disadvantaged	2020% English Learner	2021% Hispanic	202	
Chronic AbsenteeismRocketship Alma	Orange292	Orange89	N/A37	N/A87	Very High	Yellow
Suspension RateState of California	Blue1,433,218	Blue60	N/A25	N/A54	Very Low	Blue
ELASJUSD	Yellow7,296	Blue49	N/A26	N/A53	Medium	Orange
MathematicsWashington Elementary	Yellow218	Blue98	N/A61	N/A97	Medium	Yellow
EL ProgressGalarza Elementary	N/A221	Medium85	N/A44	N/A85	Medium	Red
Source: California Department of Education, CAASPP (http://caaspp.cde.ca.gov/).						

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Comparisons to State, Local Districts and Comparison Schools

We have included the following dashboard data to provide another analysis of Rocketship Alma's student achievement. The San Jose Unified School District is the district in which the Charter School is located and in which a significant number of its students reside.

In 2023, Rocketship Alma was equal to or outperformed the state on four indicators and outperformed the local district on three indicators. Furthermore, Rocketship Alma earned the highest performance level on 1 out of 5 indicators.

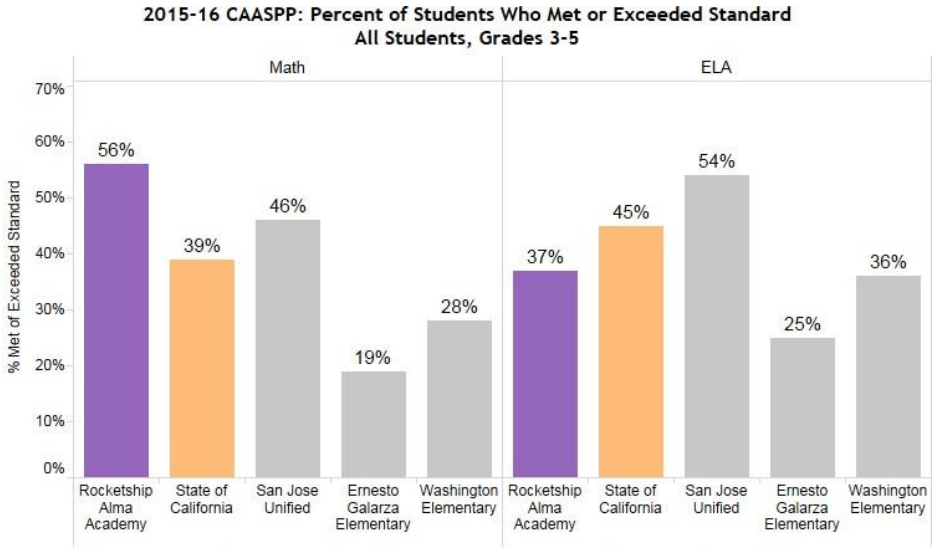
Table 2 - 2023 State Indicator Performance Levels: State and Local Districts

~~As the data below shows, Alma had a higher percentage of students scoring at or above grade level on CAASPP Mathematics than did the entire SJUSD and the entire State of California. Alma' performance on CAASPP ELA was also comparable to the the alternative District schools.~~

~~Alma' performance also generally matched or exceeded that of SJUSD and the alternative District schools when disaggregated into primary student subpopulations.~~

Comparison- All Students.

Figure 1

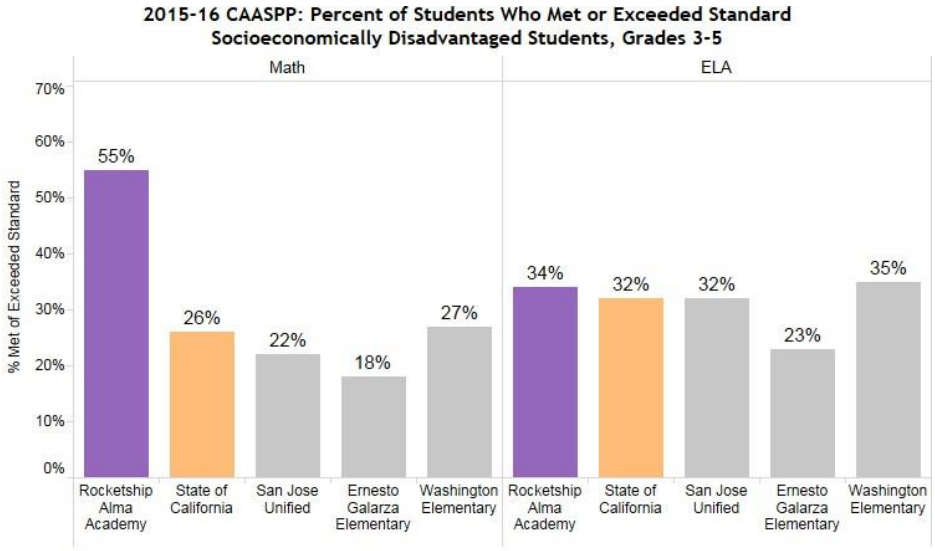


Source: California Department of Education, October 2016. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

As Figure 1 above shows, Alma had double the percentage of all students who scored proficient in Mathematics than Washington and more than double the percentage than Galarza. Alma also outperformed SJUSD by 10 percentage points and the entire State by 17 percentage points. Alma students as a whole also outperformed both alternative District schools—in the case of Galarza, by more than 10 percentage points—on CAASPP ELA.

~~***Comparison - SED Students.***~~

~~**Figure 2**~~

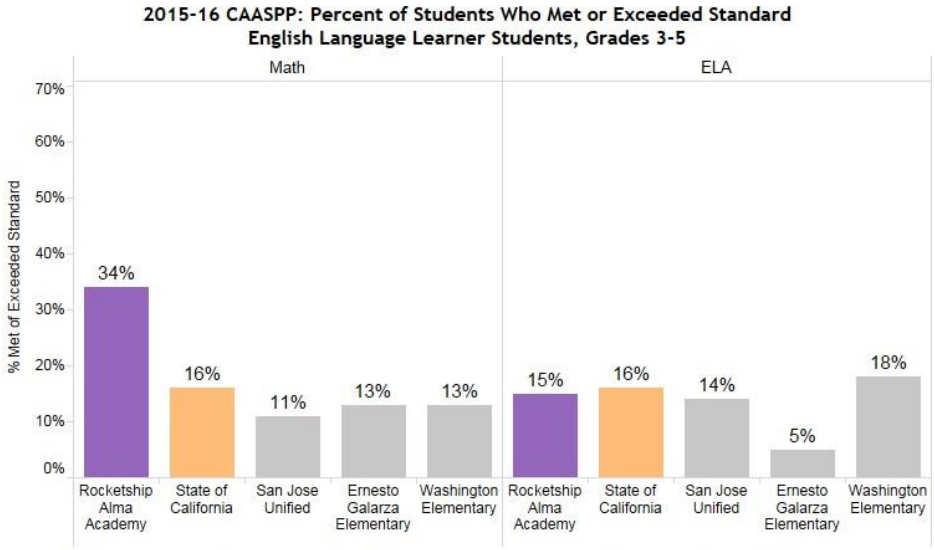


Source: California Department of Education, October 2016. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

~~Nearly 90 percent of Alma students are socioeconomically disadvantaged. Figure 2 shows how Alma had more than double the percentage of proficient SED students than all comparison groups—the State, the District, and both alternative District schools—in Mathematics. Alma's SED students also outperformed all comparison groups in ELA.~~

~~***Comparison - English learners.***~~

~~**Figure 3**~~

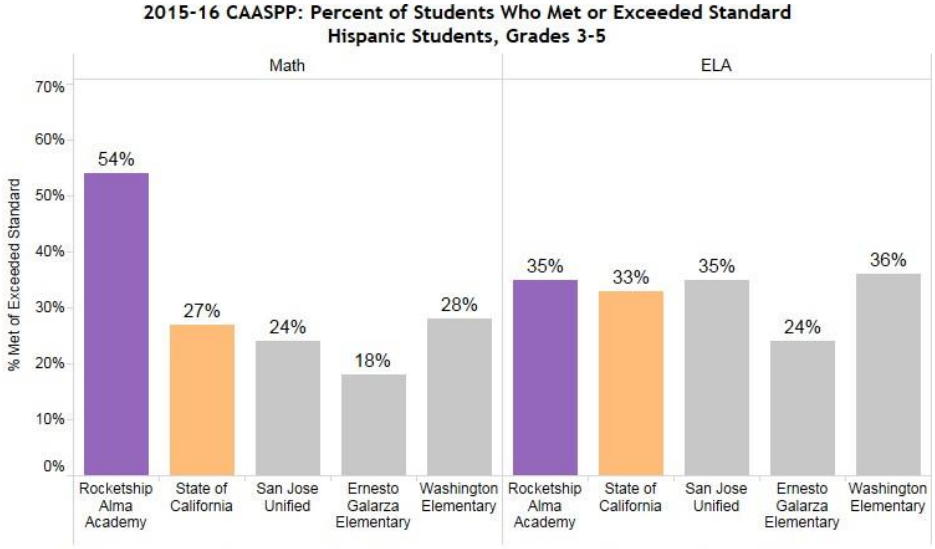


Source: California Department of Education, October 2016. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

~~Approximately 37% of Alma students are English learners. As Figure 3 above shows, Alma had more than more than double the percentage of proficient ELs in CAASPP Mathematics than the EL student subpopulation in the State, the District, and the two local District comparison schools. Alma had triple the percentage of ELs proficient in ELA than Galarza. Alma ELs also outperformed ELs in the District.~~

~~***Comparison - Hispanic students.***~~

~~**Figure 4**~~



Source: California Department of Education, October 2016. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

~~Approximately 87% of Alma students are Hispanic/Latino. As Figure 4 above shows, Alma's Hispanic students greatly outperformed the State, the District, and the alternative District schools, doubling the proficiency percentages of the State and more than doubling the proficiency percentage of the District and Galarza in Mathematics. Alma's Hispanic students performed equally to or better than the State, the District, and Galarza in ELA.~~

NWEA MAP

As described above, the CDE has stated "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 NWEA MAP assessments to measure growth throughout the school year in Reading and Mathematics. The data below shows how Alma students have made significant growth over the past four years in both subjects.

Figure 5

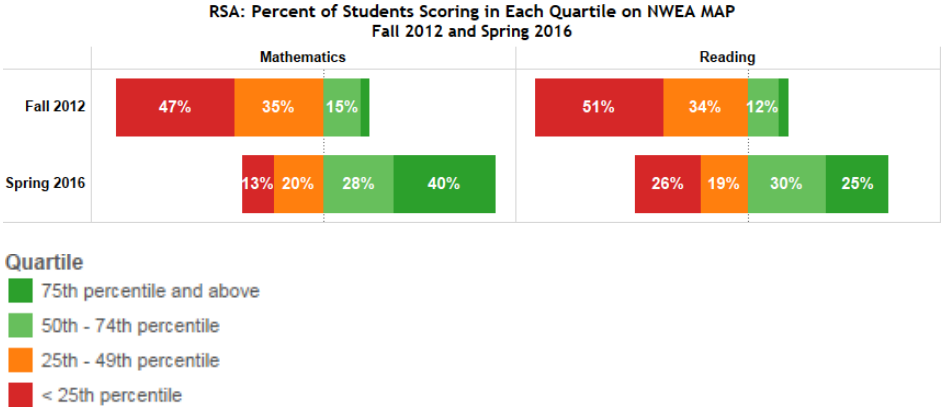


Figure 5 shows how, in the fall of 2012, only 16% of Alma students were scoring above the national norm (50th percentile rank) in Mathematics. By spring 2016, four years later, 68% of these same students were scoring at or above the national norm in Mathematics. Alma had cut the number of students scoring in the bottom quartile from 47% down to 13%,

The Reading growth at Alma has been just as significant. In fall 2012, only 13% of students were scoring above the national norm. By spring 2016, 55% Alma students were scoring above the national norm in Reading, with the number of students in the bottom quartile being cut in half.

This data shows that Rocketship's instructional program works. Students really do make meaningful growth during their time at Alma. The ability to move such a significant 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, Alma students averaged nearly 1.4 years of growth in Mathematics and Reading as measured by NWEA MAP. Put differently, this means that on average Alma students have grown almost 40% more than their peers nationwide for the past four school years. Table 2 below shows the average growth years in both subjects.~~

~~**Table 2**~~

~~**Average Growth Years NWEA MAP Mathematics and Reading**~~

Indicator	RSA	CA State	SJUSD
Chronic Absenteeism	Yellow	Yellow	Orange
Suspension Rate	Blue	Orange	Orange
ELA	Orange	Orange	Yellow

~~School Year~~	Mathematics	Yellow ~~Reading~~	Orange	Orange
EL Progress ~~2012-13~~	Red~~1.60~~	Yellow ~~1.59~~	Orange	
~~2013-14~~	~~1.29~~	~~1.32~~		
~~2014-15~~	~~1.45~~	~~1.52~~		
~~2015-16~~	~~1.08~~	~~1.15~~		

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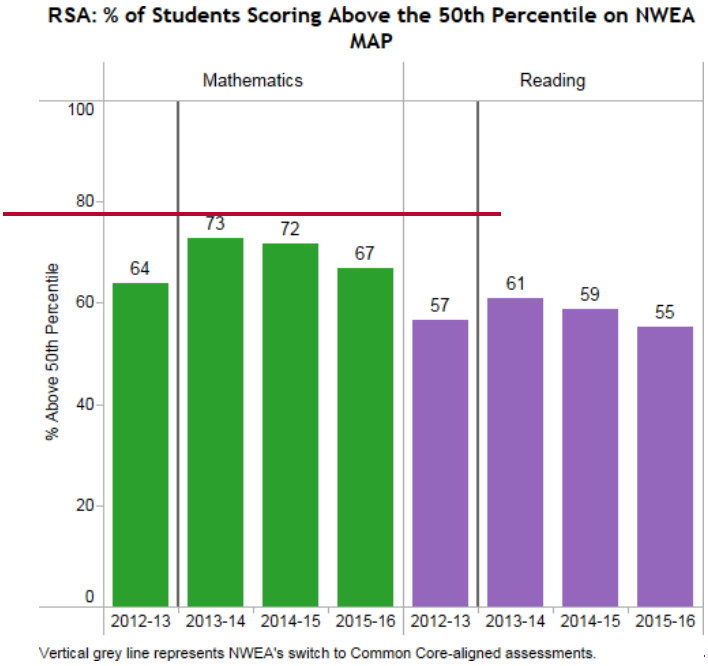
The student population of Rocketship Alma may greatly differ from the state and local district due to student demographics and grades served. Table 3 below provides a more direct elementary school comparison between Rocketship Alma and local elementary schools in the surrounding neighborhood. The table includes the 2023 dashboard results for three comparison schools (elementary schools in close proximity to Rocketship Alma, serving a similar demographic of students): Ernesto Galarza Elementary, Washington Elementary, and Shirakawa Elementary. The table also outlines the demographics of the San Jose Unified School District.

~~Furthermore, as Figure 6 below shows, close to three-quarters of Alma students scored above the 50th percentile in Mathematics and more than half of Alma student scored above the 50th percentile in Reading in each of the past four school years.~~

~~**Figure 6**~~



~~***Special Education Students.***~~

~~Alma deeply values its special education students and has an Integrated Special Education team dedicated to best serving each of them. Table 3 below shows Alma' special education percentages over the past five school years.~~

Table 3 ***- 2022-2023 Demographics: Comparison Schools***

~~**Special Education Student Percentages at Rocketship Alma**~~

Demographic ~~**School Year**~~	**Rocketship Alma** ~~**% Special Education**~~	**Galarza ES**	**Washington ES**	**Shirakaw** [Frankli McKinley	
% African American~~2012 13~~	**8%**~~5.5~~	3%	1%	3%	
% Hispanic~~2013 14~~	**86%**~~5.0~~	85%	97%	52%	54%
% Socioeconomically	**76%**~~4.9~~	80%	86%	65%	44%

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Disadvantaged~~2014-15~~					
% English Learners~~2015-16~~	**61%~~6.8~~**	44%	75%	43%	23%
% Students with Disabilities~~2016-17~~	**13%~~6.2~~**	13%	19%	10%	14%

Sources: California Department of Education Data Reporting Office (DataQuest) and California School Dashboard. Students groups that don't meet the requirement to be reported on the dashboard are not included in this table.

Rocketship Alma was equal to or outperformed all comparison schools on Chronic Absenteeism, Suspension rate, and the Math Academic Indicator in 2023. Although the Charter School has a lower ELA Academic Indicator than one comparison school, Rocketship Alma outperformed two of the comparison schools and earned a higher Current Status than all comparison schools (reported in Table 4 below).

Table 4 - 2023 State Indicator Performance Levels: Comparison Schools

2023 Indicator	**RSA**	**Galarza ES**	**Washington ES**	**Shirakawa ES [Franklin-McKinley]**
Chronic Absentee Rate	Yellow	Red	Yellow	Yellow
Suspension Rate	Blue	Orange	Orange	Orange
ELA	Orange	Red	Red	Yellow
Math	Yellow	Red	Yellow	Yellow
ELPI	Red	Red	Green	Green

Chronic Absenteeism

The table below shows how all subgroups at Rocketship Alma scored within one level of the schoolwide indicator or higher in the years in which the indicator has been included on the dashboard. Districts across the state and country have reported higher chronic absentee rates after the 2020 COVID-related school disruptions and Rocketship Alma has experienced a similar trend.[2] While Rocketship Alma's chronic absentee rates remain above pre-2020 levels, the Charter School decreased its rate by over 10 percent to earn Yellow on the 2023 dashboard.

Table 5 - Rocketship Alma Chronic Absenteeism Indicator

Subgroup	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**

[2] Nat Malkus, "Long COVID for Public Schools: Chronic Absenteeism Before and After the Pandemic" ,American Enterprise Institute, January 31, 2024, https://www.aei.org/research-products/report/long-covid-for-public-schools-chronic-absenteeism-before-and-after-the-pandemic/

All	Orange	Orange	N/A	N/A	Very High	Yellow
African American	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*			Very High	Green
Asian	Green	Orange			Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*
EL	Orange	Yellow			Very High	Yellow
Hispanic	Orange	Orange			Very High	Yellow
SED	Orange	Orange			Very High	Yellow
SwD	Red	Yellow			Very High	Yellow

Suspension Rate

Rocketship Alma has not suspended any students in the last two years and, subsequently, earned the highest performance level school-wide and across all subgroups in 2023. Rocketship Alma maintained a 0% suspension rate in 2024.

Table 6 - Rocketship Alma Suspension Rate Indicator

Indicator	2018	2019	2020	2021	2022	2023
All	Blue	Blue	N/A	N/A	Very Low	Blue
African American	Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*			Very Low	Blue
Asian	Blue	Blue			Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*
EL	Blue	Blue			Very Low	Blue
Hispanic	Blue	Blue			Very Low	Blue
SED	Blue	Blue			Very Low	Blue
SwD	Blue	Blue			Very Low	Blue

ENGLISH LANGUAGE ARTS

As described above, Education Code Section 47607.2(b)(2) requires that greater weight be given to the academic indicators on the state dashboard. Rocketship Alma's ELA Academic Indicator performance level was Yellow and Blue pre-2020 and Orange in 2023. No reported subgroup scored more than one level below the school-wide indicator in any year.

Rocketship Alma's ELA Academic Indicators are based on the performance of its 3rd-5th graders on CAASPP. The 3rd-5th grade 2023 cohorts were in K-2nd grade at the start of the pandemic and experienced school disruptions during a critical period in their early literacy skill development. While Rocketship Alma's ELA

Academic performance is lower than pre-2020 levels, the Charter School achieved a higher Current Status (ELA Distance from Standard ("**DFS**")) than the local school district and all its local school comparisons [see Table 9 for additional details]. Furthermore, the continuing cohort analysis below shows that students who were enrolled at the Charter School as 3rd and 4th graders in 2022 and continued as 4th and 5th graders, respectively, in 2023 significantly increased their average ELA DFS (see Table 14). This cohort improvement demonstrates Rocketship Alma's progress toward academic recovery following the COVID-19 pandemic disruptions.

Table 7 - Rocketship Alma ELA Academic Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Yellow	Blue	N/A	N/A	Medium	Orange
EL	Yellow	Blue			Medium	Orange
Hispanic	Yellow	Blue			Medium	Orange
SED	Yellow	Blue			Medium	Orange
SwD	Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*			Very Low	Red

MATHEMATICS

Rocketship Alma's Math Academic Indicator performance level was Yellow and Blue, the highest level, prior to 2020 and all reported subgroups earned the same levels. In keeping with statewide, district, and comparison schools, Rocketship Alma's Math performance was negatively impacted during the pandemic. In 2023 the 3rd-5th grade cohort were still recovering from the schooling disruptions during a formative period for Math skill development. Rocketship Alma's 2023 Math Academic Indicator performance level was Yellow, however the Charter School achieved a higher Current Status (Math DFS) than the local school district and all its local school comparisons [see Table 10 for additional details]. Furthermore, the continuing cohort analysis below provides evidence of academic recovery following the COVID-19 pandemic disruptions with students who were enrolled at the Charter School as 3rd graders in 2022 and continued as 4th graders in 2023 increasing their average Math DFS [see Table 14].

No reported subgroup scored more than one level below the school-wide indicator in any year.

Table 8 - Rocketship Alma Mathematics Academic Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Yellow	Blue	N/A	N/A	Medium	Yellow
EL	Yellow	Blue			Low	Green
Hispanic	Yellow	Blue			Medium	Orange
SED	Yellow	Blue			Medium	Yellow
SwD	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*			Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*

Historical DFS Comparisons: Academic ELA and Mathematics Indicators

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

Table 9 - Rocketship Alma Average ELA DFS (Current Status)

School/District	2022	2022 Difference from Rocketship Alma	2023	2023 Difference from Rocketship Alma
Rocketship Alma	+0.8	-	-14.5	-
Galarza	-67.3	-68.1	-78.8	-64.3
Washington	-62.0	-62.8	-77.1	-62.6
Shirakawa	-32.0	-32.8	-18.8	-4.3
SJUSD	+2.1	+1.3	-2.7	+11.8
CA State	-12.2	-13.0	-13.6	+0.9

In the past two years, Rocketship Alma's ELA DFS outperformed all comparison schools and the local district. Furthermore, the Charter School's ELA DFS was a higher Current Status Designation (Low) than two of the three comparison schools that earned Very Low in 2023.

Table 10 - Rocketship Alma Average Mathematics DFS (Current Status)

School/District	2022	2022 Difference from Rocketship Alma	2023	2023 Difference from Rocketship Alma
Rocketship Alma	-12.3	-	-17.8	-
Galarza	-105.1	-92.8	-102.7	-84.9
Washington	-72.5	-60.2	-62.8	-45.0
Shirakawa	-67.4	-55.1	-47.4	-29.6
SJUSD	-33.4	-21.1	-34.1	-16.3
CA State	-51.7	-39.4	-49.1	-31.3

Similar to ELA, Rocketship Alma earned a higher DFS than the comparison schools and local district for the past two years. The Charter School's Math DFS was over 25 points higher than any of the comparison schools in both 2022 and 2023. Furthermore, the Charter School's Math DFS was a higher Current Status Designation (Medium) than any of the comparison schools (Low or Very Low for all comparison schools) in the past two years.

ENGLISH LEARNER PROGRESS

The English Learner Progress Indicator measures the percentage of English Learner ("**EL**") students making sufficient progress on ELPAC. The ELPI based on ELPAC first appeared on the CA school dashboard in 2019 and was reported as a school's baseline year data. Due to COVID-related school closures, data was not reported for two years and 2022 reported a new baseline year. Performance level colors were not given due to the absence of a change metric, but the CDE decided to use the ELPI status level "as a proxy for color" for the 2019 charter school performance categories.[3] The ELPI performance level colors were reported for the first time in 2023. In response to the ELPI results from 2023, the Rocketship Alma school leadership team, teachers, and regional support team members identified English Learner performance as a schoolwide focus area. Through targeted coaching of both designated and integrated EL instruction, our EL students experienced immense proficiency gains in 2024. As such, we anticipate transformational ELPI growth in 2024.

Table 11 - Rocketship Alma English Language Progress Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	N/A	Medium	N/A	N/A	Medium	Red

LOCAL INDICATORS

Education Code Section 47607.2(b)(1) also requires the authorizer to consider performance on the local indicators. Performance on local indicators is rated through one of three designations: (1) Standard Met; (2) Standard Not Met; or (3) Standard Not Met for Two or More Years.[4]

As shown in Table 12 below, Rocketship Alma has met the standard in all categories of the five Local Indicators in all reported years.

Table 12 - Rocketship Alma Local Indicators

Category	Local Indicator	2018	2019	2020	2021	2022	2023
Academic Performance	Implementation of Academic Standards	Standard Met	Standard Met	N/A	N/A	Standard Met	Standard Met
Conditions and Climates	Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met			Standard Met	Standard Met

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

[4] *See* https://www.caschooldashboard.org/about/faq.

	Parent and Family Engagement	Standard Met	Standard Met			Standard Met	Standard Met
	Local Climate Survey	Standard Met	Standard Met			Standard Met	Standard Met
Academic Engagement	Access to a Broad Course of Study	Standard Met	Standard Met			Standard Met	Standard Met

MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

Education Code Section 47607.2(b)(3) requires that charter schools provide "clear and convincing evidence" of academic progress of at least one year's growth for each year that the Charter School has been in operation, as measured by verified data. In contrast to the Dashboard requirements of Education Code Section 47606.2(b)(1) and (2), this component of the renewal framework does include a threshold - one year. The remainder of this section provides a multitude of data from various verified assessment measures and for different student populations. The data clearly demonstrates that Rocketship Alma's students - as a whole, as broken down by Student Groups, and as cohorts of students who have been at the Charter School throughout its tenure - have largely made at least one year's growth for each year of the Charter School's charter term.

ACADEMIC INDICATOR DFS

If a student's individual DFS is constant or increases from the prior year, the student achieved at least one year of grade-level growth. Similarly, if the DFS of a school or subgroup is constant or increasing, the entity has met a year of growth on average. Furthermore, a DFS increase of 15 points or more is classified as "increased significantly" and a change within +/-3 points is classified as "maintained" for the ELA and Mathematics Academic Indicator change metrics.

Rocketship Alma's overall school and all subgroup results demonstrated one year of growth in ELA the two years prior to 2020 with significant increases in the ELA DFS. After its Math DFS declined in 2018, Rocketship Alma significantly increased its Math DFS in 2019. The Charter School's overall ELA and Math DFS declined in 2023, but the cohort composition should be taken into consideration. As stated in an earlier section, the 3rd-5th grade 2023 tested cohorts were greatly impacted by COVID-19 school disruptions and academic recovery is still ongoing. Rocketship Alma's continuously enrolled cohort analysis below demonstrates that students were achieving sufficient growth in 2023 [See table 14].

Table 13 - Rocketship Alma Average DFS and Change (2017-2023)

Subgroup	**2017**	**2018**	**2018 Change**	**2019**	**2019 Change**	**2022**	**2023**	**2023 Change**
ELA								
All	-33.2	-13.1	**+20.2**	+19.3	**+32.4**	+0.8	-14.5	**-15.3**

EL	-34.6	-15.1	**+19.6**	+19.5	**+34.5**	-21.2	-23.8	**-2.5**
Hispanic	-42.2	-24.2	**+18.0**	+13.0	**+37.2**	-8.4	-22.6	**-14.3**
SED	-39	-17.3	**+21.7**	+17.0	**+34.3**	-5.9	-15.3	**-9.4**
SwD	n<30	n<30	**N/A**	n<30	**N/A**	-76.3	-82.8	**-6.5**
Mathematics								
All	-1.7	-10.8	**-9.2**	+22.8	**+33.6**	-12.3	-17.8	**-5.5**
EL	-4.9	-10.0	**-5.1**	+21.4	**+31.4**	-27.6	-22.3	**+5.3**
Hispanic	-9.0	-19.0	**-10.0**	+18.7	**+37.7**	-24.2	-26.6	**-2.4**
SED	-5.6	-13.5	**-7.9**	+19.7	**+33.2**	-15.0	-17.1	**-2.1**
SwD	n<30	n<30	**N/A**	n<30	**N/A**	n<30	-100.1	**N/A**

Note: Change metrics are reported directly from state data files. The difference of the rounded DFS reported may slightly differ from the CDE's calculated change using the precise values.

Because the specific students included in a school or subgroup's DFS calculations will change each year, it is informative to look at how the average DFS progresses for continuously enrolled cohorts. The table below shows 6 different cohorts with growth during the period of Rocketship Alma's charter ("continuously enrolled students"). Continuously enrolled students have consistently improved DFS between 3rd-4th grade and between 4th-5th grade in ELA. In 2023, the continuously enrolled students improved their average Math DFS between 3rd-4th grade while there was a slight decline between 4th-5th grades.

Table 14 - Rocketship Alma Growth of DFS (CAASPP) for Continuously Enrolled Students

School Years	**3rd Grade**	**4th Grade**	**Change**	**4th Grade**	**5th Grade**	**Change**
ELA						
2017 to 2018	-43.1	-3.8	**+39.3 improvement**	-38.0	-12.9	**+25.1 improvement**
2018 to 2019	-17.2	+22.0	**+39.2 improvement**	-34.9	+12.7	**+47.6 improvement**
2022 to 2023	-14.5	-1.2	**+13.3 improvement**	+6.7	+30.3	**+23.6 improvement**

Mathematics						
2017 to 2018	+0.2	-5.7	**-5.9 decline**	-11.6	-34.3	**-22.7 decline**
2018 to 2019	+14.0	+19.4	**+5.4 improvement**	-27.8	+6.2	**+34.0 improvement**
2022 to 2023	-15.3	-4.6	**+10.7 improvement**	-15.6	-18.8	**-3.2 decline**

NWEA MAP

As described above, Education Code Section 47607.2(a)(3) requires charter schools to provide clear and convincing evidence of one year's progress for each year in school, as demonstrated by "verified data." Education Code Section 47607.2(c) further defines "verified data" as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." The SBE published an approved list of valid verified data sources which includes MAP Growth by NWEA, Grades K–12.[5] The Charter School has consistently administered the Northwest Evaluation Association ("**NWEA**") Measures of Academic Progress ("**MAP**"), a nationally-normed assessment recognized across the nation as a high-quality and valid assessment. More than 8,500 schools in the United States, including more than 450 districts and school partners in California, use NWEA MAP.[6]

The CDE's recommended growth metric for NWEA is the Conditional Growth Index ("**CGI**"), a standardized normed growth measure. The CGI calculates the difference between a student's observed growth and the expected growth based on their grade-level peers (aka their growth norm) and then divides by the growth standard deviation to produce a standardized measure that can be used to compare growth outcomes across student groups and grades.[7] According to the NWEA guide to using CGI for AB 1505 renewal standards, a CGI range between -0.2 and +0.2 can be used as an approximation of one year's growth.[8]

Rocketship Alma's students have achieved at least one year of growth as demonstrated by the Charter School's NWEA MAP average CGI. Table 15 below shows Rocketship Alma's average school-wide CGI was either within the one year's growth range or above it. Blue cells indicate accelerated growth above 0.2, green cells indicate one-year growth and orange cells indicate growth that was less than one year. For most of the charter term, Rocketship Alma achieved accelerated growth in both Mathematics and Reading with CGI averages above 0.2. Furthermore, the Charter School's major subgroups also largely made at least one year's progress as measured by the NWEA MAP assessment.

Table 15 - Average NWEA Conditional Growth Index at Rocketship Alma (2018-2024)

Student	2017-18	2018-19	2019-20*	2021-22	2022-23	2023-24

[5] https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp
[6] https://www.nwea.org/state-solutions/california/
[7] https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en_US
[8] https://calauthorizers.org/wp-content/uploads/2023/10/NWEA-Using-MAP-Growth-Data-for-AB1505-Guidance-Document-MAY23.pdf

Group						
Mathematics						
All students	0.84	2.21	0.76	0.81	0.52	0.14
EL	0.93	2.35	0.85	0.78	0.54	0.14
Hispanic	0.81	2.19	0.72	0.76	0.51	0.09
Asian	1.14	n<30	n<30	n<30	n<30	n<30
Black	n<30	n<30	0.84	0.95	0.59	0.22
FRPM	0.82	2.17	0.72	0.78	0.53	0.05
SwD	0.85	2.69	0.08	0.67	0.45	-0.10
Reading						
All students	0.48	1.38	0.48	0.72	0.24	0.17
EL	0.51	1.38	0.57	0.64	0.21	0.14
Hispanic	0.46	1.35	0.42	0.69	0.20	0.14
Asian	0.43	n<30	n<30	n<30	n<30	n<30
Black	n<30	n<30	0.71	0.80	0.42	0.28
FRPM	0.47	1.35	0.48	0.70	0.21	0.11
SwD	1.02	2.39	0.34	0.65	0.45	-0.43
* Growth reported is Fall-to-Winter because spring assessment unable to be administered due to COVID school closures *Growth based on 2020 NWEA Norms*						

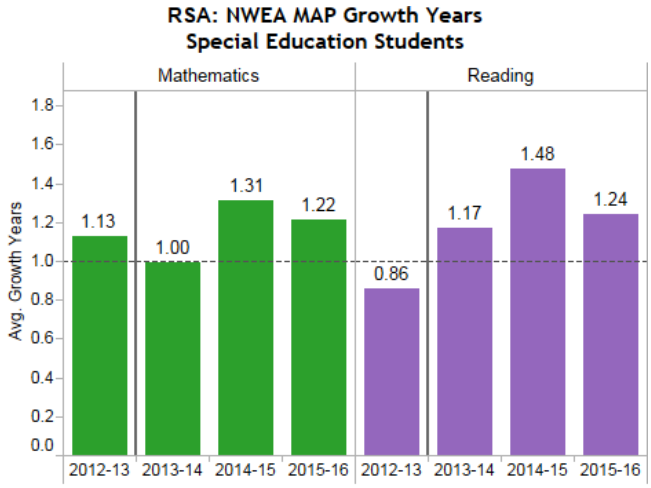
Conclusion

RSA is proud to have earned "middle-performing" status. In accordance with the applicable legal standard, the Charter School is entitled to default approval of this charter renewal petition, for a five-year renewal term.

RSA AS PART OF THE ROCKETSHIP EDUCATION NETWORK

~~Alma' special education students have shown strong growth each year in Mathematics and Reading. Figure 7 shows how student growth among Alma's special education students has been strong over the past several school years, with an average of approximately 1.2 years of growth in both Mathematics and Reading.~~

~~**Figure 7**~~

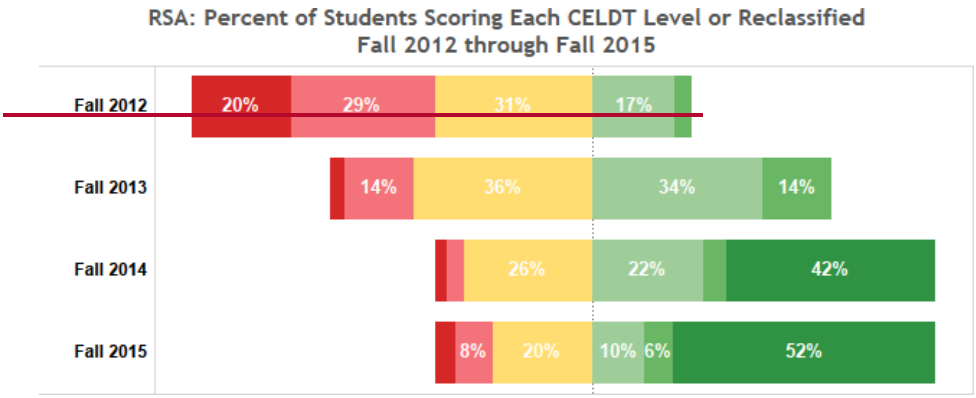


Hortizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

~~CELDT GROWTH~~

~~Alma has also helped its EL students make tremendous gains in English proficiency over the past five years. Figure 8 shows the California English Language Development Test (CELDT) proficiency levels among students who were tested in fall 2012 and who were still enrolled at Alma in fall 2015.~~

~~**Figure 8**~~



~~As Figure 8 shows, in fall 2012, approximately half of Alma EL students were in the bottom two CELDT proficiency levels. By fall 2015, only 12% of students remained in these bottom two levels. Additionally, by fall 2015, nearly 70% of students were now Early Advanced, Advanced, or reclassified. (Element A below provides more details on Rocketship's reclassification process.) This data shows how Rocketship's instructional program is successful in significantly increasing the English proficiency of ELs during their time at Alma.~~

~~API~~

~~As described above, beginning in SY 2013-14, the State suspended API as a measure of academic performance while it began to implement new standards and assessment regimes. The CDE has indicated that alternative performance metrics may be used for the purpose of assessing student achievement and growth for charter renewals. Nonetheless, we have included the most recent API data in this report for the purposes of assessing our student performance prior to CAASPP.~~

~~In the 2012-13 school year, Alma earned an API score of 809, which exceeded the State target of 800. In 2013, Alma had a Statewide Similar Schools Rank of 9.~~

~~THE ALMA STORY~~

While Rocketship Alma has demonstrated strong student achievement and growth across all student populations during the past five years, the impact goes beyond quantitative.

Rocketship Alma Academy is part of a vibrant and historic Alma Neighborhood of San Jose, which developed largely in the early 20th century as a primarily ethnic neighborhood of Italian-Americans and, in subsequent generations, became home to new immigrants from Mexico and Central America to become a neighborhood that today has become mainly Latino. Although Rocketship Alma is a countywide charter school serving Rocketeers and families from 17 districts across Santa Clara County, it is the Alma Community from which the school derives its "soul."

Rocketship Alma opened in 2012 during an important time in the revitalization of the Alma community. The Alma Neighborhood is one of five communities that were included in Washington Neighborhood Improvement Plan Amendment (NIPA), which was approved by the San Jose City Council in 2008. The Washington NIPA was part of an ongoing effort of the Washington Area Community Coalition to document priority actions created and advanced by the community and pursue implementation of the vision outlined in the Washington Neighborhood Revitalization Plan. In fact, the Plan Update, approved by the City Council in 2002, specifically identified the Rocketship Alma campus for revitalization. The campus was assembled from multiple parcels, including one purchased from the Neighborhood Housing Services of Silicon Valley (NHSSV), which had intended to build affordable housing on the site. However, when the City's redevelopment agencies announced that they were closing in 2012, NHSSV sought to sale the property to achieve to a developer that would provide a community benefit. Rocketship purchased the parcel along with an adjacent property that partially housed a dilapidated trailer, which had become a source of crime and neighborhood problems. Therefore, Rocketship Alma garnered community support not only as a quality educational option for families but also as a significant revitalization project that represented a meaningful improvement for the neighborhood.

The community spirit that helped open Rocketship Alma Academy immediately pervaded the school community once it opened its doors. The school community memorialized the community identity by adopting the "Alma" name. School families also selected "service" as the school's unique core value. The school came to embody the resiliency of its families, who demonstrated that even those with limited means have the power to better their lives through service to others. Therefore, the school community established a tradition of service from its inception by collecting change to donate to charity, collecting good to donate to the Parish of the Sacred Heart, and taking lunches to distribute to the homeless in St. James Park.

This sense of community has persisted throughout Rocketship Alma's five-year history. Today, the school hosts events such as Family Appreciation and Mariachi nights, which unite families and strengthen the relationship between parents, teachers, and school leaders. The school has also hosts meetings of the Alma Neighborhood Association, which represents the Almaden and Alma neighborhoods. Alma's commitment to service is also demonstrated through a special enrichment course for students called Changemakers, further described in the petition, which focuses on community service and public health.

Alma is currently led by Principal Hana Martinez, who started her teaching career in the South Bronx while getting her Master's in Early Childhood Education. Ms. Martinez is in her sixth year at Rocketship, but it has been announced that Assistant Principal Samantha Turner will assume the role of Principal during the 2017-2018 school year.

ALMA AS A COUNTYWIDE BENEFIT CHARTER

In addition to the renewal criteria described above, pursuant to Ed Code 47605.6(b), a county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605.

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.

- Rocketship seeks to serve a cross-section of the entire Santa Clara County and not concentrate its enrollment in one school district. We view the achievement gap as a countywide problem, and thus seek to serve students across Santa Clara County. Requiring Alma to preference students from a particular district in its lottery would work against Rocketship's goals of closing the achievement gap countywide and providing public school options to low-income families across Santa Clara County. For example, there are districts in the county with populations of low-income, low-performing students that are too small to sustain a Rocketship school, and students from these districts are unlikely to have access to Rocketship when pushed to the back of the line. In the 2016-17 school year, Alma has drawn students from 17 districts within Santa Clara County. While approximately 236 Alma students reside in San Jose Unified, the district in which the Charter School is located, nearly 300 reside outside of SJUSD, with significant numbers coming from Alum Rock Union, Franklin-McKinley, Oak Grove, and Campbell Union. Alma also serves students from the following school districts: Berryessa, Cambrian, Evergreen, Fremont Union, Gilroy Unified, Luther Burbank, Milpitas Unified, Moreland Elementary, Mount Pleasant, Orchard, Santa Clara Unified, and Union.

- In the case of a charter authorized by a school district, the charter school 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. The renewal of Alma as a countywide charter school would also ensure a more rigorous level of academic accountability than if approved individually by a district. The Santa Clara County Board of Education (SCCBOE) currently serves as the authorizer for eight Rocketship schools, four of them countywides. The SCCBOE has been able to dictate high levels of academic accountability for each Rocketship countywide charter school location and we hope to continue to work with an authorizer with such high standards for achievement.

- Rocketship Education has formed a strong network of private and public collaborators interested in the educational well-being of students throughout Santa Clara County. This network includes organizations like City Year, AmeriCorps, Teach for America, Sports for Kids, Revolution Foods, Vision Literacy, Children's Health Council, MACSA and many more, and we expect that it will continue to lead to increased awareness, involvement and investment in Santa Clara County education.

- ~~Through rigorous instruction, personalized learning, Response to Intervention, extended day programming and uniquely high parent and family involvement, Rocketship is able to provide a comprehensive, results-driven and high-quality education to minority and socioeconomically disadvantaged students which benefits the students, their families, the community and Santa Clara County. This results-driven and high-quality education is made evident by Rocketship's current academic results, described below. Sharing these unique practices with schools and families throughout the county will broaden awareness of these strategies and better support Alma's goal of closing the countywide achievement gap.~~

~~ALMA AS PART OF THE ROCKETSHIP EDUCATION NETWORK~~

~~Rocketship has a long history of successfully serving our target population throughout Santa Clara County 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 of the hundreds of children in his parish, none of them met the basic academic requirements to qualify them to attend their hometown college, or any other top-tier university.

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

Unfortunately, Father Mateo Sheedy passed away too soon, but his movement lived on. In 2006, his parishioners approached John Danner and Preston Smith—two educational entrepreneurs who were developing a new model for schools in low-income neighborhoods. John Danner, a former software engineer, was interested in the ways technology could help personalize education. Preston Smith was a young principal at a promising elementary school in San Jose who recognized the impact empowered teachers and engaged parents can have on student success.

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

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

As of the 2023-24~~2016-17~~ school year, Rocketship operates thirteen~~twelve~~ 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. Rocketship also operates two schools in the East Bay~~Most recently, we opened a new school in Concord~~.

RSA~~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 following two school years. This year, we opened our first school in Washington, D.C.~~

~~Alma~~ is part of a network of high-performing charter schools that is centrally governed and operated by Rocketship Education, a non-profit public benefit corporation with 501(c)(3) tax exempt status. As further described in Element D below, Rocketship Education 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 are also expanding our Advisory Board, which consists of a diverse group of parents, teachers, and civic and business leaders committed to closing the achievement gap. The primary responsibility of the Advisory Board is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The Advisory Board may provide advice and counsel to Rocketship Education's Regional Director/Vice President; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement, and staff development; build local partnerships to enhance the quality and sustainability of Rocketship schools; and speak at local events, political forums, and site visits.~~

In addition to benefiting from a deeply experienced Board of Directors, RSA~~Alma~~ receives support~~management services~~ from our centralized network staff. As we have expanded our network and impact~~reach~~ over the past decade, we have focused on building organizational capacity to support a robust network of ~~maintain~~ high-quality schools in historically disadvantaged communities~~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 in Element D~~E~~ below.

ELEMENT

~~ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM~~

~~"~~A: THE EDUCATIONAL PROGRAM

"The ~~description of 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~~"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)~~(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. But it doesn't have to exist.~~

MISSION, VISION, AND MODEL ~~STATEMENT~~

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.

Our Vision

Equal access to opportunity for all.

Our Mission

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.

Our Pillars

~~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 of with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni both to become leaders in their community and help others achieve their goals.

VISION STATEMENT

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

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.~~

Personalized Learning - Tailoring instruction, content, learning experience, and pace to unleash the potential of every student.

Talent Development - Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond.

Parent Power - Unleashing the power of parents to champion their children's education, hold leaders accountable, and enable high-quality public schools to thrive.

Rocketship Model

Unlike traditional elementary schools, students at Rocketship rotate between four content blocks every day: Humanities, science, technology, engineering, and mathematics ("STEM"), Learning Lab and Enrichment. This model allows us to improve student outcomes by developing teachers who specialize in either STEM or Humanities. Content specialization also means our teachers collaborate together to develop classroom management strategies, create lesson plans, and engage parents.

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. Independent learning, small group tutoring, and adaptive online learning programs augment teacher-led instruction and provide valuable time for students to develop more ownership of their learning and achieve the mastery they need to advance. This carefully orchestrated combination of instructional methods is made possible through robust and regular data streams that map precisely where students need support to achieve mastery – from concept acquisition all the way through practice and repetition. This is how we ensure we are purposeful in our use of technology, targeted in our tutoring, and optimizing our teachers' talent and instructional time.

We educate the whole child at Rocketship. We pride ourselves on creating schools that promote our core values of persistence, empathy, responsibility, and respect. We also supplement our core instruction in Humanities and STEM with social emotional learning and positive behavior interventions and supports. All our schools offer a diverse array of enrichment classes, selected in partnership with our parents, such as art, nutrition, gardening, music, dance, and more. Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Rocketship schools are community schools. Across all our schools, families are deeply engaged in their student's academic life and our school community. Our parents name our schools, help design the enrichment offering, and select the Charter School's unique fifth core value. Then, every fall, our teachers and leaders visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house we are able to develop much deeper ties with our parents that carries through the school year and beyond. Additionally, Rocketship Alma is a proud participant in the statewide California Community Schools Partnership Program ("**CCSPP**"), having been awarded a multi-year grant which supports the amazing work of our Care Corps Coordinator (providing services and referrals for at risk families) and our Wellness Counselors (providing mental health supports and social-emotional interventions for our rocketeers with Tier 3 social and behavioral needs).

We staff every Rocketship campus with a principal, assistant principals, a business operations manager, and an office manager. Together, they lead a team of teachers, tutors, enrichment coordinators, and support staff who

collectively deliver gap-closing, personalized instruction to students from pre-K to grade 5. Principals and assistant principals provide instructional leadership and professional development by regularly observing classrooms, providing continuous feedback, co-planning units of study and lesson plans, and leading data analysis cycles. Office managers lead our family engagement and student information systems. And our business operations manager ("**BOM**") helps ensure the Charter School has a consistent culture across all spaces, manages school logistics and compliance, keeps our students safe, and ultimately enables instructional staff to focus on teaching and learning.

We believe that all children have potential and that great public schools unleash that potential. But the quality of public education in our country today still depends on where you live and how much money your parents earn. We are building a movement to create educational equity in disadvantaged communities across our country. As demonstrated in the Stanford Center for Research on Education Outcomes ("CREDO") study of over 3 million public school students, Rocketship Public Schools was highlighted as a "gap busting" public charter school network that is providing empirical proof that high-quality public education is possible anywhere (see Appendix 2 for the full Stanford CREDO National Charter School Study). In short, we still have a long way to go to realize our vision of equal access to opportunity for all, but the progress we are making for the students and families we serve is transformational.

SCHOOL POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO SERVE

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

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

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

~~TARGET SCHOOL POPULATION – WHO THE SCHOOL IS ATTEMPTING TO EDUCATE~~

~~Pursuant to Education Code 47605.6(i), in reviewing petitions for the establishment of charter schools within the county, the county board of education shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioners as academically low achieving.~~

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. RSA~~Alma~~ will continue outreach efforts to~~target~~ students from predominantly socio-economically disadvantaged~~low-income~~ neighborhoods where access to high-quality, high-performing schools is limited. As Table 16~~4~~ below shows, the vast majority of RSA~~Alma~~ students that we serve are socioeconomically disadvantaged ("~~(~~SED"~~).~~). The majority of our students at RSA~~Alma~~ are also Hispanic/Latino. We also serve a significant percentage of English learners ~~(ELs)~~ and students in special education.

Table 164 below shows the demographic breakdowns at RSA~~Alma~~ at the time of submission of this petition for charter renewal.

Table *16 - 4*

Demographic Percentages at *RSA* ~~Alma~~

School Year	SED	EL	Hispanic	Black	Asian	White	Special Education
2012-13	83.5	70.6	85.5	1.6	9.8	1.8	5.5~~3.4~~
2013-14	81.6	61.4	85.0	2.2	9.1	1.5	5~~.0~~
2014-15	90.5~~89.6~~	47.3	83.8	2.8	10.1	1.0	4.9
2015-16	92~~91~~.5	45.6	85.1	3.4~~2~~	8.0	0.9	6.8
2016-17	85.5	47.7~~44.0~~	83.2~~84.1~~	4.1	8.2~~8~~	1.1~~0.9~~	6.1~~2~~
2017-18	88.7	48.1	86.4	4.7	6.4	1.2	7.2
2018-19	85.1	39.8	83.7	6.5	5.6	2.9	8.0
2019-20	80.4	53.8	86.1	6.3	3.5	2.0	8.4
2020-21	82.7	55.6	84.8	8.0	3.9	2.1	10.7
2021-22	77.1	59.7	83.5	8.7	4.7	2.3	10.3
2022-23	78.1	59.8	85.6	7.8	3.9	2.1	11.7
2023-24	75.7	61.4	86.1	8.0	2.7	2.5	12.7

ENROLLMENT

~~ENROLLMENT~~

RSA

~~Alma currently~~ enrolls approximately 525~~536~~ students. ~~ in grades K-5. Beginning in the 2017-18 school year, Alma intends to serve students in grades TK-5. Our enrollment projections for the next five years are reflected in our Budget Narrative, attached and incorporated into this petition as Appendix 1.~~

Table 17~~5~~ below shows the enrollment numbers at RSA~~Alma~~ over the past five school years. ~~The school opened small and scaled up during its first five years.~~ We expect this to remain steady over the next five years, as further shown in our Budget Narrative, attached as Appendix 3~~1~~ and incorporated into this petition. To absorb expected attrition, the Charter School~~school~~ will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily ~~be~~ driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area. Currently, Rocketship uses PowerSchool for student attendance accounting and reporting.

Table *17 - 5*

Enrollment Numbers at *RSA* ~~Alma~~

School Year	TK	K	1	2	3	4	5	

Inserted Cells

2012-13	0	247	115	71	57	0~~n/a~~	0~~n/a~~	490
2013-14	0	127	212	116	63	63	0~~n/a~~	581
2014-15	0	111	117	181	100	56	48	613
2015-16	0	66	101	102	164	80	49~~9~~	562
2016-17	0	108	61	91	86	141~~140~~	50	537~~536~~
2017-18	25	82	91	58	85	73	99	513
2018-19	50	104	83	88	60	81	56	522
2019-20	24	112	89	82	87	57	58	509
2020-21	25	81	105	91	80	84	48	514
2021-22	26	85	81	99	84	73	68	516
2022-23	32	89	88	80	91	78	57	515
2023-24	38	76	89	88	80	87	68	526

RSA currently serves students in grades TK-5.

OUR EDUCATIONAL PHILOSOPHY

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

~~As stated above, Alma intends to offer TK for the 2017-18 school year. The decision to offer TK at Alma is based on a variety of factors including demand from the community and space within the facility. Rocketship will notify the Authorizer of any changes to the TK program at Alma by May of the school~~

~~year preceding the change. Rocketship will comply with all federal and state laws and regulations regarding Transitional Kindergarten.~~

~~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 them~~him/her~~ to develop into a self-motivated, competent, lifelong learner.

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

The critical life skills that we strive for our students to develop are rooted in a 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.

HOW LEARNING BEST OCCURS

~~HOW LEARNING BEST OCCURS~~

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

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

The sections below in Element A further describe how we execute each of our beliefs.

CURRICULUM AND INSTRUCTION

STANDARDS-ALIGNED CURRICULUM

~~CURRICULUM AND INSTRUCTION~~

~~STANDARDS-ALIGNED CURRICULUM~~

The Rocketship curriculum follows California's adoption of the Common Core State Standards ("CCSS") for English/Language Arts, English Language Development, and Mathematics; the Next Generation Science Standards ("**NGSS**");~~,~~ and state standards for other content areas including Social Studies and Visual and Performing Arts.[9]

We understand and appreciate ~~that~~ the ~~new CA CCSS are unprecedented in~~ rigor of the CCSS. Additionally, the CCSS- aligned Smarter Balanced assessment system ~~that California has adopted~~ tests a wide range of complex cognitive skills that require students to both engage in and articulate higher-order thinking across content areas. Our~~As such, we have evolved our~~ classroom instructional practices similarly~~to~~ teach students to not only build skills, but then to apply their understandings in a diverse variety of tasks and settings. These practices also help further the academic skills that, as described above, we believe all educated persons in the 21st century must possess.

Our~~Along with our students, our~~ teachers ~~will be required to make their own cognitive leaps as they~~ develop and align their classroom practices to the ~~increased~~ rigor of the ~~CA~~ CCSS and Smarter Balanced. Rocketship's centralized network Program Team, in partnership with the California Regional Achievement Team, is tasked with designing an intellectual preparation process to best set teachers and students up for short and long-term success. The Program~~Achievement~~ Team partners with regional leaders, ~~teachers and School Leaders (~~school principals and assistant principals, and teachers,~~)~~ 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 Program~~Achievement~~ Team to explore content covered in various units, thinking about questions like, *"What ~~"what~~ are the key understandings and skills needed for the relevant standards?"* and *"What~~what~~ should students be able to do/produce if they have mastered the standard?"*

The Program~~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. Rocketship also identifies a lead planner at every grade level to be a common planner for the network. The lead planner writes daily lesson plans that are made available to all Rocketship teachers. This planner also prepares videotapes to accompany the lessons so that teachers can internalize best practices. Each grade level also designates a model teacher to serve as the go-to resource for teachers who need additional support.~~

~~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,~~

[9] Pursuant to Education Code Section 47605.6(d).

~~Mathematics, Science, Social Studies, and Visual and Performing Arts.~~ The Program~~Achievement~~ Team, along with the ~~Rocketship's network Schools Team and~~ Analytics Team and California Regional Team, also design and analyze standards-based assessments throughout the year to help further differentiate instructional materials and supports,~~design instruction~~ and track student progress. Through it all, we constantly share our learnings with teachers and leaders to~~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.[10]

ELA/LITERACY

~~ELA/LITERACY~~

CCSS-ALIGNED INSTRUCTION

Each of the elements of our reading and writing instruction are focused on the CA CCSS for English/ Language Arts ~~(ELA)~~ and Literacy. For each of the strands called for in the CCSS (reading, writing, speaking and listening, and language, each further described below), our instruction includes the College and Career Readiness anchor standards and their accompanying grade-specific standards to ensure that our students are on track to meet end-of-year expectations.

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

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

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

[10] These sections describe our instruction as it is currently being implemented in accordance with the CCSS, NGSS, and any other state standards. 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 equipped for mastery. Consistent 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.

strategic use of media and data displays to express ideas, adapting speech to a variety of tasks).

Language Strand. Our language instruction focuses on the anchor and grade-specific standards in the areas of (1) conventions of standard English (i.e. grammar, usage, capitalization, punctuation); (2) knowledge of language (i.e. understanding how language functions in different contexts); and (3) vocabulary acquisition and usage (i.e. using context clues to determine the meaning of unknown words, understanding figurative language and word relationships, acquiring and using a range of academic language).

Additionally, in alignment with the CCSS, we are committed to: ~~focusing our instruction on the three new emphases in the CA CCSS for ELA/Literacy (also called "shifts" from the previous standards). These emphases include~~ (1) regular practice with complex texts and their academic language; (2) reading, writing, and speaking grounded in evidence from texts, both literary and informational (i.e. asking students to answer not solely from their prior knowledge but rather from a close, careful reading of the text); and (3) building knowledge through content-rich information (i.e. students are immersed in information about the world around them, especially through content-rich nonfiction). Overall, through both our whole group and small group instruction, students receive consistent exposure to both narrative *and* nonfiction text, with opportunities to synthesize their thinking verbally and in writing. ~~We recently added a new nonfiction block to our ELA/Literacy instruction, where students in grades 2 and up receive comprehension instruction for both narrative *and* nonfiction text every single day and the lower grades receive alternating lessons in narrative and nonfiction. We are also providing explicit training to our reading teachers on how to purposefully select complex texts that are rich with academic vocabulary. Our instruction now also includes strategies for using text to support a response. We understand that these three emphases were developed in response to the growing literacy demands of college and the workforce, and we are committed to launching our Rocketeers on a path of long-term success beginning at the earliest age.~~

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.

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

(2) Explicit teaching of reading comprehension skills. Reading comprehension instruction occurs~~will~~

~~occur~~ at all grade levels. Teachers will identify a CCSS-aligned standard and objective for the lesson. Teachers will model the skill as well as the metacognition (thinking about the comprehension that students will be asked to do in their own reading). Teachers will 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, which is emphasized more heavily in the younger grades, where teachers will use an anchor text to model a particular reading skill/strategy. The teacher will define the skill, explain why good readers use the skill, and model how to apply the skill. The teacher may also provide either a preview of the text or a summary from the previous day's reading, including review of specific vocabulary words. The teacher will then read the text, modeling fluency, and take pre-planned pauses to do a "think aloud" to describe the comprehension strategies she is using, any comprehension problems that she is encountering as well as ways to address them, and continue to build enthusiasm and engagement about the text. Teachers will also assess comprehension of the text by posing literal, inferential, and critical thinking discussion questions.

(3) The application of building blocks~~literacy~~ and reading comprehension skills. This element of our reading instruction occurs primarily through small group~~guided~~ reading instruction~~,~~ which is the cornerstone~~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 at~~in~~ the moment to advance in reading ability.

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

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

(4) 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 will teach various writing skills, strategies and features. Our Achievement Team also develops writing assessments that mirror the level of rigor that students encounter under the CAASPP assessments and regularly assess student achievement and progress throughout the year.~~

~~Students will also have the opportunity to engage in a Writing Workshop, where they will independently write and apply new skills/strategies. Our Achievement Team prepares a suite of Writer's Workshop resources, which include materials from the Lucy Calkins curriculum. Through Writer's Workshop, students will get to practice stages of the writing process, which include pre-writing, drafting, revising, proofreading and editing, and publishing/presentation.~~

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:

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

Samples~~For samples~~ of Rocketship’s preparation materials, including scope and sequence maps, are attached as~~please see~~ Appendix 4. ~~2.~~

MATHEMATICS

~~MATHEMATICS~~

CCSS-ALIGNED INSTRUCTION

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

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

- Make sense of problems and persevere in solving them: Proficient students will be able to explain to themselves the meaning of a problem, plan a solution pathway, consider analogous problems, monitor and evaluate progress toward a solution, and check their answers using a different method.
- Reason abstractly and quantitatively: Proficient students will be able to make sense of quantities and their relationships, create a coherent representation of the problem at hand, consider the units involved, and know how to use different properties of operations and objects.
- Construct viable arguments and critique the reasoning of others: Proficient students will make conjectures and build ways to explore them, recognize and use counterexamples, make plausible arguments about data, distinguish logical vs. flawed reasoning, justify and

communicate their conclusions

- Model with mathematics: Proficient students will apply the mathematics they know to solve problems arising in everyday life (even if this is as simple as writing an addition or subtraction equation to describe a situation). Proficient students will also be able to identify important quantities in practical situations and map relationships using tools such as diagrams, two-way tables, graphs, flowcharts, and formulas.
- Use appropriate tools strategically: Proficient students will be able to consider the available grade-appropriate tools when solving a problem, make mathematical models, and identify external mathematical resources.
- Attend to precision: Proficient students will use clear definitions, articulate the meaning of chosen symbols, carefully specify appropriate units of measure, calculate accurately and efficiently, and provide explanations of their reasoning.
- Look for and make use of structure: Proficient students will discern patterns, deconstruct equations, and shift perspectives.
- Look for and express regularity in repeated reasoning: Proficient students will look for repeated calculations and shortcuts, notice regularity, and maintain oversight of calculations they are working to solve.

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

- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- Grade 2: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes
- Grade 3: (1) developing an understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions; (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes.
- Grade 4: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
- Grade 5: (1) developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and division of fractions; (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

To best meet the demands of the CCSS~~Common Core~~, our math instruction will include all of the following elements at all grade levels:

- Instruction~~instruction~~ and learning activities focused on math concepts and application of understandings
- Explicit~~explicit~~ instruction on math vocabulary and language
- Spiral~~spiral~~ review on concepts already covered, with a specific focus on application of understandings across a diverse range of concepts
- Protected~~protected~~ intervention and corrective instruction time during the STEM block
- Well~~well~~-designed routines closely matched to grade-level content and the development of number sense and math strategies (calendar math, oral fluency~~time~~, e.g.)

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.~~

Core Grade-Level Instruction. To address the mathematical standards at each grade level, we utilize Eureka Math as our core curriculum. The Eureka block is the portion of the math instructional block where new skills are taught. While the breakdown of each component varies slightly by grade level and lesson, a typical Eureka block consists of the following components:

- Fluency: Activities are strategically designed to both provide necessary practice on critical fluencies for the grade level and to prime students for the day's objective.
- Application Problem: This component focuses on developing students' ability to comprehend story problems through the read-draw-write framework.
- Concept Development & Problem Set: The new objective for the day is introduced, building towards independent practice.
- Student Debrief: Students engage in discussion of the day's objective to solidify their understanding.

The math lesson begins with fluency activities. These activities are meant to provide necessary practice with fluency skills, including counting, fact fluency, and automaticity with current-module skills. A typical Eureka lesson contains more fluency activities than can reasonably be completed in the allotted time in the block. Teachers strategically select activities that align to their students' areas of need while incorporating a variety of different activities over the course of a week or topic.

A typical math lesson then includes an application problem before transitioning to the concept development portion of the lesson. The application problem serves a number of different purposes in the lesson.

- It provides consistent exposure to and practice with understanding word problems and gives an opportunity to teach and practice the Read-Draw-Write comprehension strategy.
- It serves as either a review of previously taught content or as an entry point to the day's lesson.
- It is important to note that to achieve the purpose of the application problem, it does not need to be fully completed and debriefed every day. For example, if students need additional support in drawing a model to support their comprehension of a story problem, the teacher could choose to focus just on that aspect of the problem-solving process and continue supporting the student in subsequent lessons.

Concept development is the component of the math lesson where new content is taught. Rather than following a more traditional I do - we do - you do structure, concept development is meant to be a shared experience where students are actively engaged in the understanding of a new concept through discourse and guided problem-solving.

While concept development is meant to be a teacher-led, guided experience, the problem set provides an opportunity for students to engage in practice independent of the teacher. This does not mean that students cannot receive help on the problem set – group work can be utilized during this time, and the teacher should be coaching individual students and addressing whole-class misconceptions as needed. However, providing students with the opportunity to engage in productive struggle during this portion of the block is critical to their learning process.

The student debrief follows the independent problem set and provides an opportunity for students to discuss and synthesize their learning before concluding the day's lesson. A strong student debrief should focus on a common misconception from the lesson (guided by the debrief questions provided in the lesson plan), allow opportunities for all students to engage with each other in discourse, and end with a transferable stamp of the key takeaway. The student debrief is followed by the exit ticket.

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 & K) and math board (Grades 1-5).

- Math meeting: Math Meeting is a daily routine in the TK & K 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, while students become more independent as they become more familiar with the routine. Kindergarten students start the year with math meeting, and transition to math board by the end of the year in preparation for Grade 1.
- Math board: Math Board is a review worksheet with 4~~a 5~~-6 problems aligned to previous objectives and skills. Students spend~~complete~~ the first half~~majority~~ of their spiral review time completing these math board ~~the previous evening as homework and then complete 1-2 additional~~ problems independently.~~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.

Intervention and Corrective Instruction. While strong tier 1 instruction on grade-level content is foundational to a student's success in a Rocketship math classroom, we know that some students will need additional instructional support to show mastery. This support needs to address both unfinished foundational learning and misconceptions about current grade-level content. As a result, our vision for remediation is two-pronged and seeks to balance **proactive** intervention (addressing foundational learning) and **responsive** reteaching (addressing current grade-level content).

Responsive instruction, just like any portion of the math block, is at its best when it is data-informed. Effective responsive instruction relies on a variety of assessment data:

- Exit tickets, topic quizzes, and module assessments to provide data on mastery of grade-level content
- Diagnostic assessments and universal screeners to place students along a continuum of foundational knowledge that allow access to grade-level content.

Our approach to addressing unfinished foundational learning relies heavily on the approach laid out in Accelerate, Don't Remediate, a TNTP report from 2021 (Appendix 5). We believe that by addressing unfinished learning right as it becomes necessary to access grade-level content, we can both close gaps and help students find success with the rigorous work expected of them at their grade level. We utilize the Bridges intervention curriculum to support students across all tiers of support.

Bridges offers targeted supplemental instruction that aligns with core mathematical curricula, providing essential support to students whose instructional needs are not met through the Eureka curriculum alone. Bridges' detailed lesson plans align with the CPA (concrete-pictorial-abstract) continuum utilized in Eureka and focus on building conceptual understanding.

Even the most skilled teachers will not reach 100% mastery with every objective they teach. Responsive reteaching seeks to address precise misconceptions so that students can increase their proficiency with concepts in their journey towards grade-level mastery. Effective responsive reteaching is data-informed and follows analysis of an assessment, such as a topic quiz or module assessment, to both identify students who require additional support and specific misconceptions that need to be addressed. It is most often taught in a small-group setting but can be taught whole-group as indicated by data.

Responsive reteaching is not simply reteaching a lesson in the same way it was initially presented – to effectively reteach or remediate a misconception, content must be taught in a different way. The most common lesson model for responsive reteaching is a teacher model followed by a gradual release towards independent practice. All responsive reteach lessons should end with some sort of formative assessment to help teachers determine if student mastery increased as a result of their instruction.

~~***Math routines and problem solving.*** Math Routines & Problem Solving is a daily 15-20 minutes focused on number sense routines, developing problem-solving strategies in the context of word problems, and teaching small knowledge-level objectives that do not require a full 30-min lesson. This block consists of five routines, further described below, that rotate based on the time of the year, the content of the unit and the grade level. Teachers will follow a network-designed Scope & Sequence Map for this block that aligns to the Lesson of the Day Scope & Sequence Map. Some standards will be taught through the Lesson of the Day block, some through the Math Routines & Problem Solving block and some through both.~~

- Count Around the Room - Count Around the Room is designed to give students practice with counting by many different numbers and to foster numerical reasoning about the relationships among numbers in our place value system, as well as factors and multiples.

- Word Problem of the Day - Word Problem of the Day is a math routine where students build problem solving strategies, as well as develop understandings of the different types of word problems. Students practice producing visual, oral, and written explanations for problems, as well as responding to and critiquing others' reasoning. The focus of Word Problem of the Day is on building comprehension skills in the context of math problems, and building student ability to reason mathematically. Emphasis on this routine grows from grade to grade.

- Number Talk - Number Talks give students' practice thinking about numbers and build number sense, that is automaticity, flexibility & fluidity with numbers, as well as a deep understanding of how our number system "works" and how to manipulate numbers to perform computations efficiently and accurately. Number Talks in upper grades focus on using properties of operations and place value to compute efficiently; in lower grades number talks focus on subitizing and anchoring to the number 10.

- Look & Talk - Look and Talks build students capacity to recognize math operations and concepts in real life. Students use pictures of everyday situations and/or objects to generate math equations and scenarios. In the lower grades, this routine helps build counting fluency, shape recognition, and understanding of addition and subtraction. In upper grades, students focus on multiplication and division scenarios, as well as fractional parts of a whole.

- Geometry/Data Problem of the Day - Many geometry and data concepts, such as reading graphs and recognizing/describing attributes of shapes, are best taught through repeated exposure. Through short mini-lessons, students learn key vocabulary and build knowledge that they can practice applying throughout the year.

Lesson of the day. The Lesson of the Day 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 that aligns to the Math Routines & Problem Solving Scope & Sequence Map.

Lessons of the Day 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 the Lesson of the Day Scope & Sequence Map is tagged with one of the following three formats.

- Direct Instruction - The direction instruction format allows teachers to explicitly model new skills and have students practice through a gradual release of responsibility.

- Explore & Notice - The explore & notice 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. They allow students 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. Student work time is followed by a teacher led debrief, which provides students opportunities to justify their conclusions and respond to the conjectures of others.

Application and Flexible Grouping. The Application & Flexible Grouping component of the block has two primary goals:

- Give 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.

There are three basic structures for the Application & Flexible Grouping component. Choice around structure should be guided by student data and may change throughout the year:

- Small Group Instruction – In this structure, teachers leverage this 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 should be working on extended application work from the Lesson of the Day content or targeted spiral review, either independently or in groups.
- Whole Group Corrective Instruction – Teachers can also leverage this time for whole group corrective instruction when formative data indicates that the majority of students need additional work with a concept to attain mastery. In this structure, teachers lead the whole class in a short review of an objective, tightly aligned to a specific misconception, and then work through a series of practice problems, releasing students to additional independent application work as they demonstrate mastery.
  Whole Group Corrective Instruction will likely be used more in the upper grades given the current gaps in knowledge and skills in many of our upper-elementary students, however regular use of Whole Group Corrective Instruction should signal significant gaps in the effectiveness of the Lesson of the Day planning and execution. Additionally, regular use of this structure (more than 10% of the time) inhibits the ability of students to receive personalized, targeted instruction, which is one of the main goals of the Application & Flexible Grouping component.
- Homogenous Rotations – The third structure involves building a rotational model for this time where students are homogenously grouped according to recent formative and summative data and then are scheduled into different learning activities that most match the content they need. This structure is a best practice, though it requires significant planning and systems development. Additionally, this structure involves incorporates OLPs and technology as an assigned practice or extension activity that some students engage in, while others are receiving teacher-led differentiated instructed, and others are engaged in other learning activities.

~~As further described below in our Special Populations section, we also incorporate ELD standards and strategies related to into 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 Map: This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year as well as the assessments to be used to track and evaluate progress.
- Intellectual Preparation Resources: All school leaders and teachers are provided with guidance on strong intellectual preparation, including lesson planning checklists, exemplar intellectual prep, and module launch meeting agendas.
- Curriculum-Specific Resources: All teachers have access to Eureka Math's vast suite of resources to support understanding of content at a lesson and module level.

  - Samples~~Modules: We prepare comprehensive guidebooks, called "modules," for various mathematical concepts that are designed to help teachers develop a profound and broad understanding of the mathematics standards. Modules also reference a variety of resources that teachers can use to further their understanding and effectively teach the standard. A number of these resources come from the CCSS-aligned Singapore Math. Singapore Math is based on the national mathematics curriculum used for grades K-6 in Singapore, modified for the United States and aligned to Common Core. (In fact, the creators of the Common Core consulted the Singapore Ministry of Education when creating the standards due to the success of Singaporean students on international assessments.) Two of Singapore Math's key approaches that our teachers are trained to use are (1) employing a concrete to pictoral to abstract trajectory when teaching concepts and (2) bar modeling to help illustrate and solve word problems. For an introduction to Singapore Math, please see Appendix 3.~~
  - ~~Sample objectives: While the modules described above are designed to give teachers a broad understanding of the "why," the sample objectives provide the "how." These documents break down each unit in terms of number of days and the standards-aligned objectives to be taught each day. These help teachers plan their lessons and stay on track to teach all content within the confines of the school year.~~

~~For samples~~ of our preparation materials, are attached as~~please see~~ Appendix 4. ~~3.~~

SCIENCE AND SOCIAL STUDIES INSTRUCTION

~~SCIENCE AND SOCIAL STUDIES INSTRUCTION~~

INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the STEM~~Integrated Mathematics~~ classroom, and the Learning Lab. As further described above, the Humanities classroom is

where we teach ELA/Literacy and social studies.~~.~~ The STEM~~Integrated Mathematics~~ classroom is where we teach mathematics and science. The Learning Lab, further described below, is where students receive targeted interventions, a variety of enrichments, and engage with hands on centers and online learning programs. ~~These spaces, however, are also used to teach a variety of other content, including English language (further described below), social studies, and science.~~

"Content instruction" describes the subject matter that students are learning about. Our primary goals for content instruction are to provide students with exposure to a wide breadth of science and social

studies topics, build skills and competencies around learning investigations, foster curiosity in various types of content, and provide opportunities for students to continually practice and utilize knowledge.

Because the CCSS

~~With our shift to the CA CCSS, we have moved away from designating explicit portions of the school day for isolated science and social studies instruction. The CA CCSS actually~~ calls for history/social studies, science, and technical subjects to be integrated into K-5 reading literacy instruction, our~~. 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 CCSS. ~~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, teachers will select domain-specific Tier 2 and Tier 3 words that are reviewed at the beginning of every reading comprehension lesson. ~~Additionally, we devote 10 mins every day to teaching science/social studies through GLAD strategies specific to that non-fiction unit (one focus strategy per week). This is a time where teachers are introducing students to pre-selected vocabulary words and using them in context with their strategy of the week.~~

Projects and investigations. We provide students with opportunities to conduct research, do projects, and make observations while learning new content and applying learned skills.~~.~~ This can occur during either the Literacy or Mathematics block, as well as through hands-on~~. As our instructional model evolves, we also hope to incorporate~~ projects such as Lego Robotics in the~~and investigations into our~~ Learning Lab.

Our content instruction model requires a high degree of communication and collaboration among classroom teachers and instructional staff, for which our rotational model and professional development structure (further described below) 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 ~~We strive to align our current social studies~~ instruction ~~with the CA CCSS for ELA/Literacy and also the existing California History-Social Science content standards. Our goal~~ is designed to provide ~~for~~ students with an understanding~~to become proficient in social studies in order to achieve civic competence- the knowledge, intellectual processes, and democratic dispositions~~

~~required~~ of historical, cultural, and societal ~~all students to be active and engaged participants in public life.~~

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

~~We also use~~ Social Studies (NCSS) standards. The ~~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 emphasize the development of civic competence through the study of social studies strands such as history, geography, and economics. ~~centered on important multicultural figures and events.~~

Additionally, our Social Studies materials are designed to build upon students' knowledge progressively over time. Here is a snapshot of the key topics that are covered across the grades and how they evolve over time:

- In **Kindergarten**, students are introduced basic concepts of family and community life, setting the foundation for understanding more complex societal structures.
- In **First Grade**, students expand their idea of community by examining everyday life in different historical and cultural contexts.
- In **Second Grade**, students explore communities of early America in order to better understand the importance of civic engagement and personal responsibility.
- In **Third Grade**, students focus on significant historical changes and continuities in America by exploring Colonial times.
- In **Fourth Grade**, students broaden their understanding of history, geography, and economics by exploring topics such as the Founding Documents and Westward Expansion.
- In **Fifth Grade**, students deepen their historical knowledge by focusing on a pivotal event, Juneteenth, that highlights the complexities of freedom, citizenship, and civil rights.

Overall, our Social Studies instruction is aligned with the NCSS standards, ensuring that students develop a robust understanding of history, culture, civics, and geography. By building on their knowledge over time, students are able to better understand their community, country, and world – which is essential in preparing them to be informed and engaged citizens.

SCIENCE INSTRUCTION

NGSS-Aligned Instruction. At Rocketship, we are continuing to monitor and participate in the CDE's NGSS~~California Department of Education (CDE)'s Next Generation Science Standards (NGSS)~~ Implementation Plan, which addresses how the CDE, schools, and community stakeholders can collaboratively work to actualize the NGSS in California classrooms.

We have participated~~participate~~ in meetings, trainings, and workshops and developed~~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. ~~, engage in community outreach to educate stakeholders about the ongoing transition to NGSS, and establish partnerships within the local school district and region to assist us in better understanding the NGSS framework.~~

Components of Rocketship Science Instruction. Science instruction is an integral component of our model both in and out of the STEM block. We build an NGSS-aligned science unitunits into the STEM scope and sequence, along with including weekly science instruction in students' enrichment rotation. block, which occur during the Lesson of the Day component described above. We also administer NGSS-aligned benchmarkunit assessments twice a year for grades 3-5. .

Our science instruction is dually focused on building content knowledge and schema, as well as using GLAD strategies to support language acquisition. We provide opportunities for hands-on experiments, supported by the standards-aligned STEMscopes curriculumFOSS kits. Our units encompass the three Disciplinary Core Ideas of the NGSS:

- 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.

Specifically, the science unit taught by STEM teachers covers grade level content in a similar structure to enrichment, however two key differences allow instruction in the STEM science unit to go into greater depth because:

- **Increased in minutes in each block:** while science in enrichment will typically have a maximum of 45 minutes, the STEM block will have a minimum of 60 minutes.
- **Increased frequency of lessons:** since the science unit and lessons will be taught *in place of daily math lessons*, there will be new learning and exploration daily as opposed to 1-2x a week in enrichment.

ARTS AND ENRICHMENT

~~ARTS AND ENRICHMENT~~

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

~~All students will receive Physical Education.~~ We have a strong focus on wellness, and as such we will aim to align our Enrichment Program to incorporate physical activity. We~~P.E. program in accordance with E.C. 51210(g), which requires students in grades 1-5 to be provided with not less than 200 minutes each ten school days, exclusive of lunch and recesses. Pursuant to EC 60800 and 5 CCR 1040, we~~ will administer the Physical Fitness Test (“~~(~~PFT”~~)~~) to our 5th~~fifth~~ grade students.

Each~~In addition to P.E., each~~ Rocketship school has at least two ~~additional~~ enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Currently, RSA offers enrichment courses including athletics, arts~~in P.E., art,~~ and hands-~~a class called “Changemakers,” which is focused~~ on ~~community service and public health. In Changemakers, Rocketeers are introduced to the~~ science. Students rotate ~~of protecting and improving the health of families and communities~~ through these courses throughout the school year to ensure that students can delve into the units in a robust and meaningful way and get to know the instructors better. ~~(promotion of healthy lifestyles, research for disease and injury prevention and detection and control of infectious diseases.~~ For Rocketship Alma’s bell ~~bell schedule, including the enrichment~~ schedule, please see Appendix 6~~.~~).

Where relevant, our instructors strive to align their curriculum with the California Visual Performing Arts framework. This framework provides guiding principles, planning and implementation strategies, curriculum development, assessment resources, and professional development for instruction in dance, music, theater, and the visual arts. As with all members of our instructional staff, our enrichment instructors receive regular coaching, training, and professional development. We continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

~~SOCIAL-EMOTIONAL LEARNING~~

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. We look to the Collaborative for Academic, Social, and Emotional Learning ("**CASEL**") to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our core values: respect, responsibility, persistence, empathy, and service. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy.

CORE VALUES

At every Rocketship campus, we teach four core values— respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. RSA's ~~As described above, Alma's fifth~~ core value is "service."
The Charter School emphasizes service as a means to improve our school and larger community.

Core values form the basis of our behavioral instruction and management systems. At the beginning of the school year, teachers explicitly teach core values lessons in which they demonstrate what different core values look like in action. Every school also has its own system to promote/incentivize the core values, such as providing students with Positive Behavioral Intervention and Supports ("**PBIS**") store stickers for their trackers that are aligned to academics and behaviors, which can be redeemed at the school store.

values, such as providing students with Core Value Rockets, which can be redeemed at the school store or entered into a prize raffle. Furthermore, teachers try to identify which specific core values students are not demonstrating when students receive a behavioral consequence (i.e. a student is moving down on the classroom behavioral "clip chart" because his/her actions were not demonstrating our core value of respect).

LAUNCH

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

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

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

- Data: The Data Lead will enter information on negative behaviors that occur at school into an online system to analyze trends and make data-based decisions about how to shift behaviors. (For example, the Data Lead may analyze data that reveals that kindergarteners tend to get into trouble in the late afternoon toward the end of each week and help design a management system targeted at this time period.)
- Positive Behavior: The Positive Behavior Lead is in charge of school-wide inventive programs such as Core Value of the Month and Student of the Month. The Incentives Lead also ensures that the school is incentivizing positive behaviors and giving consequences fairly and consistently.
- Staff: The Staff Lead oversees staff culture and designs programs to promote staff enjoyment, wellness, and ensure a positive environment.
- Kimochi's/RULER Curriculum: The Kimochi's/RULER Leads oversee the implementation of these social-emotional learning curricula, further described below.

SOCIAL-EMOTIONAL CURRICULUM

The Shortest Distance. The Shortest Distance Curriculum is our own SEL curriculum which seeks to inspire crucial conversations, skills development, and storytelling in classrooms. The curriculum title is inspired by the words of Anthody de Mello, "…the shortest distance between a human being and truth is a story." By centering

stories, the curriculum builds from the research-base of developmental bibliotherapy and culturally responsive pedagogy, creating an opportunity for students to see themselves and diverse community members represented in stories as they consider themselves and their world.

The Shortest Distance Curriculum ("**SDC**") provides teachers with daily lessons which are presented on slides and embedded into a daily community meeting structure which also includes relationship building activities. While some curricula provide suggested activities or skills based lessons, SDC relies on storytelling and provides guidance for teachers to lead meaningful yet brief (10-15 minutes) lessons. The slides allow teachers to provide visuals and share texts with students, additionally this format promotes a high level of fidelity to the curriculum plan (as teachers are cued and prompted to follow the lesson sequence daily through the use of the slide decks. Over the course of the week students closely listen to a text, which is read aloud. The story pairs with a weekly "commitment" or objective statement and these weekly lessons are anchored in multi-week units themed around Rocketship core values and practices such as inclusion, respect, kindness, responsibility, persistence, and mindfulness.

Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.

PERSONALIZED INSTRUCTION

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

- ~~The Class Charter: Each class comes together to name the feelings that the students want to feel at school, the actions they will take to produce these feelings, and the actions they will take if~~

someone is not showing these feelings. The purpose of the charter is to establish an environment where students feel safe talking about feelings at school.

- The Mood Meter: The mood meter is a coordinate grid that plots students' levels of pleasantness/unpleasantness against their energy levels. Each grid quadrant is associated with a color. Students are taught to identify how they feel in relation to the grid. Students are also taught vocabulary associated with these feelings and regulation strategies to introduce actions they can take to change their feelings.
- The Meta-Moment: For students who find themselves angry or anxious, the meta-moment is a tool for students to use to stop themselves from reacting, picture their "best selves," and pick a strategy to become their "best selves."
- The Blueprint: The blueprint is a conflict management tool that teaches students to take others' perspectives and react to a situation based on how another person is feeling.

Teachers spend the first part of the school year unrolling these tools and getting students well-versed in them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress in a mood journal.

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

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

For sample RULER and Kimochi's materials and research supporting these curricula, please see Appendix 4.

PERSONALIZED INSTRUCTION

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

LEARNING LAB

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

The Learning Lab is designed to be an extension of the classroom that provides valuable small-group and collaborative learning and instructional opportunities. We use this space for students to engage in age appropriate ~~collaborative studies of literature (i.e. literature circles); writing workshops; social studies and science projects, where students can use technology to do research; and~~ hands-on activities such as Developmental Play (TK/Kindergarten) and Lego Robotics (1st-5th grade) that target~~science experiments or investigations to extend what they are learning in~~ the 21st century skills of collaboration, communication, creativity, and critical thinking~~classroom~~. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist ("~~I~~ILS"),~~,~~ to refine a particular skill, concept, or strategy. Students may also engage in independent leveled reading~~. or work on interdisciplinary projects.~~ Enrichment may also be taught in the Learning Lab block. Finally, this space may be used for students to supplement their learning through Online Learning Programs ("**OLP**"),~~,~~ further described below.

The Learning Lab is staffed by ILSs or classroom teachers and enrichment specialists, and it is closely supervised by our School Leaders (the Principal and Assistant Principals). 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 the same support and professional development as classroom teachers on campus.

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

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

ONLINE LEARNING PROGRAMS

As mentioned above, part of our blended learning approach to personalized instruction includes the purposeful use of adaptive technology through 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 give students additional opportunities to practice content they have learned in the classroom.~~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.

~~For research to support personalized learning, including a study by the Dell Foundation on blended learning at Rocketship, please see Appendix 5.~~

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 Amplify Boost~~DreamBox~~, Lexia Core 5, Lexia English, Reflex~~Core5~~ and IXL~~myON~~. Other programs, such as~~i-Ready and~~ ST Math, utilize more extensive diagnostic assessments or pre-tests to gauge a student's level and assign appropriate instructional lessons.
Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

Assignability. Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including Zearn~~i-Ready, ST Math~~ and STMath~~myON~~, allow teachers to assign lessons and~~,~~ reorder objectives. All programs~~or select books for students to see in their online portals. While ST Math & myON~~ allow customization down to the individual student~~these customizations for classes, i-Ready allows for an even higher level of assignability~~, allowing teachers to modify content below and above grade level as appropriate for each student~~instruction for groups of students or even individual students~~. Through this balance of integrated adaptive assessments and teacher input based on other assessments, we can ensure that the programs

truly match student needs, both inside and outside of the programs.

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

For a chart displaying the various features of our current OLPs, ~~as well as white papers on the efficacy of some of our programs,~~ please see Appendix 7~~5~~. As described above, students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab.

CALENDAR AND INSTRUCTIONAL MINUTES

~~CALENDAR AND INSTRUCTIONAL MINUTES~~

EXTENDED LEARNING TIME

RSA~~Alma~~ will have at least 175 days of instruction and for each fiscal year offer, at a minimum, the following number of minutes of instruction:

- to pupils in TK 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.

~~For a copy of Alma's 2016-17 school calendar, please see Appendix 6.~~

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal instructional time to make the progress that they need to catch up. We also operate on an extended school day. School runs from approximately 7:45 a.m. to 3:15 p.m. (varies slightly depending on grade level).
~~We will offer the same or greater number of instructional days as the local school district. We also operate on an extended school day. School runs from approximately 8 a.m. to 4 p.m. (varies slightly depending on grade level).~~

The number of annual instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).[11] Table 18~~6~~ below delineates subject areas and approximate time per grade level, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs. ~~No such adjustment shall result in Alma meeting the minimum number of instructional minutes from instruction by any individual other than a credentialed teacher.~~

[11] We define instructional minutes as minutes spent under the immediate supervision and control of a certificated employee (Education Code Section 47612.5(e))

Table *18 - 6*

Rocketship Daily Minutes

	Humanities	STEM	Launch/ Social-Emotional Learning	Total Daily Instructional Minutes	*Learning Lab*	*Enrichment*	*Total Daily Minutes*
TK	100	65	60	**220**	**55**	*35*	**375**
K	170 ~~180~~	85 ~~90~~	55 ~~45~~	**300** ~~315~~	*60* ~~90~~	*25* ~~40~~	***465*** ~~445~~
1	175 ~~180~~	85 ~~90~~	45	**295** ~~315~~	*45* ~~90~~	*40*	***465*** ~~445~~
2	175 ~~180 190~~	85 ~~90 100~~	45	**305** ~~315 335~~	*45* ~~90 100~~	*40*	~~445~~ ***465***
3	180 ~~190~~	90 ~~100~~	45	**325** ~~315 335~~	*45* ~~90 100~~	*45* ~~40~~	~~445~~ ***465***
4	180 ~~190~~	90 ~~100~~	45	**330** ~~325 335~~	*45* ~~90 100~~	*45* ~~40~~	***465*** ~~455 475~~
5	180 ~~190~~	90 ~~100~~	45	**330** ~~325 335~~	*45* ~~90 100~~	*45* ~~40~~	***465*** ~~455 475~~

For a sample full day RSA~~Alma~~ bell schedule, please see Appendix 6.

ROTATIONAL MODEL

Our unique rotational model allows students to receive instruction in core academic subjects from specialized teachers. Students will be divided into cohorts in which they rotate to various classes throughout the day. For example, a kindergarten cohort may begin their day in the Humanities block and receive instruction from a credentialed teacher who focuses on Humanities instruction. Students may also receive ~~science and~~ social studies content instruction during this time, as further described above.~~)~~ At the same time, a second cohort of kindergarteners will be receiving instruction from a second credentialed teacher in a separate Humanities classroom, also for 170 minutes. The third cohort of students will be in their STEM~~Integrated Mathematics~~ block with a third credentialed teacher who focuses on mathematics and science instruction. This cohort will spend 80~~85~~ minutes in this class. The final cohort will be in the Learning Lab, overseen by a School Leader and run by an ILS, Humanities, or STEM teacher.~~.~~ After 85 minutes, the third and fourth cohorts switch classroom spaces. This completes the students' first half of the day.
The entire grade level will then rotate. The first and second cohorts will move to either the

STEM~~Integrated Mathematics~~ block or the Learning Lab, and swap after 80~~85~~ minutes. The third and fourth cohorts will move to the two Humanities classrooms and receive 170 minutes of Humanities instruction.[12]

[12] This breakdown is meant as an illustration. Depending on our enrollment, staffing, and bell schedule, the numbers may be slightly different at the Charter School.

~~More details on our rotational model and how it affects student/teacher ratios at Alma are presented in Appendix 1.~~

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

DATA-DRIVEN INSTRUCTION

~~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 DIBELS~~STEP~~ assessment developed by the University of Oregon~~Chicago~~, which provides teachers with a granular breakdown of students' reading ability in terms of "fundamental skills" and general comprehension skills. We also administer assessments under the ~~California Assessment of Student Performance and Progress (~~CAASPP~~)~~ as well as the state-mandated English language assessments.

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

ANALYSIS

Assessment data provides 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 major~~bi-monthly~~ interim assessments, Rocketship holds Data Days. These are~~two~~ full days of professional development for teachers, assistant principals~~Assistant Principals~~, and the principal~~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 groups where we are not yet seeing the growth we know is

possible. ~~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 toand 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 focus studentsone student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group. See Appendix 87 for sample materials from a quarterly Data Day.

GOAL SETTING AND PROGRESS

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

Conferences. Students review and discuss individual progress after each interim assessment period. Teachers prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other mechanisms as needed) about student goals. Additionally, teachers facilitate in-person family conferences three times a year to discuss student progress and share resources that families can use at home with their students.

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 theirhis/her specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use "rocket ships" to align with school mascots. (See Appendix 97 for photosa photo of a classroom goal trackerstracker.)

Online Learning Programs. Each student hasalso sets individualized Online Learning Program (OLP) goals for the week, which focus on individual progress during computer-based learning time. Students track progress on an internally created data platform called JetPacked.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, goal tracking helps teachers andOLP Logs help the Individualized Learning Specialists (ILSs) hold students accountable for their independent work. JetPacked helps toThe OLP Log can also help build communication between classroom and online learning when teachers, ILSs, guide students and parents. Parents receive biweekly updates on Mondays and Thursdays with their child'sin setting weekly/daily goals for the week and progress towards those goals.and check students' Logs weekly for quality work. (See Appendix 10 for a parent guide with instructions7 for OLP notification signup in English, Spanish, and Vietnamese; See also Appendix 11 for a sample parent update messageexample OLP goals.)

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

may award “Math Medals” to the class who demonstrated the greatest proficiency on a recent formative assessment.

Furthermore, we highlight the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g.,

"Bears" for UC Berkeley). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college. (See Appendix 127 for a picture of college banners in a Rocketship hallway.).(

Report Cards. Students' progress is shared with parents through CCSS-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix 137 for a sample report card.)

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[13]

EdCiteIlluminate. The EdCiteIlluminate platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. (See Illuminate screenshot, Appendix 7.) Through EdCiteIlluminate, educators can administerselect 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.

Data Warehouse/Dashboards. Rocketship's***Schoolzilla.*** Rocketship also uses the cloud-based Schoolzilla data warehouse is usedand reporting system to collect and organize student achievement, enrollment, and attendance data. TheRocketship partners with Schoolzilla to build toolkits and user-friendly reports and dashboards that translate simple data warehouseinto actionable information that educators can use to modify their instructional approaches. Schoolzilla incorporates data from state assessments, student assessments in Illuminate, and a broad set of other data systems across the organization and various external platforms which the Rocketship Analytics team uses to build reports, visualizations, and dashboards for educators and school leaders. Most reports are built in Tableau, a visual analytics platform, to allow educators to access and understand the needs of their students in real time. Through the use of data dashboards Schoolzilla, a teacher can quickly gain an understanding of which students have mastered a particular standard, and the tool provides educators with both high-levelnext 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 detailed comparisonsILSs, by providing more timely status updates of a student's progress, and by enabling teachers to easily specify remediating content and activities during tiered interventions that are targeted to meet the student's specific learning needs. At the end of Tier II RtI sessions, further described above, tutors can leave notes on student achievement. Comparisons can be made by school, by progress and highlighting things to discuss during common planning time, which occurs daily with ILS staff and teachers within a grade, and by standard. level. Additionally, content from Schoolzilla's RtI tab is automatically linked

[13] 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.

~~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 the data dashboards~~Schoolzilla~~ to create data displays for each class that show which students fall into each achievement category~~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.~~

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

SERVING SPECIAL POPULATIONS OF STUDENTS

AT-PROMISE STUDENTS

MULTI-TIERED SYSTEM OF SUPPORTS

~~For screenshots illustrating our current data management systems, please see Appendix 7.~~

~~SPECIAL POPULATIONS~~

~~AT-RISK STUDENTS~~

~~RESPONSE TO INTERVENTION~~: OVERVIEW AND PURPOSE

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

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

~~3. Evidence-Based Interventions: the implementation of interventions and supports which are supported by empirical evidence to have positive academic and/or behavioral outcomes for the student population with which they are being implemented~~

~~4.~~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

~~5.~~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.

~~6.~~ 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~~Treatment Integrity: the systematic monitoring of~~ the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making. Finally, we employ a structured problem-solving

~~7.~~5. ~~Problem Solving: the dynamic and systematic~~ process that guides the school team's behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcome of the plan.

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

MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

The 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. (Education Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the Charter 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 Special Education Local Plan Area ("**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 Individualized Education Program ("**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~~All of the individual programs necessary for implementing RtI exist in current practice. All necessary funding, programs, access to training, and staffing are currently available under existing law. The components of the RtI model are further described below, and Rocketship's RtI guide can be found in Appendix 8.~~

~~RESPONSE TO INTERVENTION~~ AT ROCKETSHIP

Rocketship has adopted an MTSS~~RtI~~ framework to serve our at-promise~~risk~~ students. Our model encompasses each of the ~~seven~~ essential MTSS~~RtI~~ components detailed above.

Universal Screening. Rocketship utilizes a "multiple gating" process in our approach to universal screening. Multiple gating refers to the process of using the results from a variety of universal screening tools in order to ensure all students who are struggling academically or behaviorally are identified in a

timely manner. For academics, our first 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 student's social-emotional and behavioral competencies.

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

- Tier 1- General Classroom Instruction: All Rocketship students participate in and benefit from the instruction and support that takes place at the Tier 1 level. Examples of academic supports that take place at the Tier 1 level include homogenous guided reading groups in the ELA classroom, CCSS-aligned units in the math classroom, and adaptive online learning programs in the learning lab. Examples of behavioral and social-emotional supports that occur at the Tier 1 level include school wide positively stated behavior expectations, access to a school wide incentive system, and social-emotional curricula that are implemented as a component of our Positive Behavior Interventions and Supports (PBIS) model.
- Tier 2- Supplemental, Small Group Supports: Even in the best of instructional models, some students will require additional supports in order to reach grade level proficiency. At Rocketship, we have a number of evidence-based interventions that are delivered in a small group setting to students at the Tier 2 level, including but not limited to small group phonics and fluency intervention in the learning lab and small group behavior interventions (such as small group counseling and Check-in/Check-out).
- Tier 3- Intensive, Individualized Supports: Students who don't respond favorably to supports at the Tier 1 and Tier 2 levels may be referred for a more intensive level of intervention. Intervention at the Tier 3 level is more targeted and more individualized. At

Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, and Lindamood Bell curriculum that addresses phonemic awareness), and our interventions will also be more specifically targeted to the individual student (for example, developing and implementing an individualized behavior intervention plan). At the Tier 3 level, we may alsooften will make a referral further assessment andfor a psycho-educational evaluation to determine if the student is presenting with a disability that requires special education services and supports.

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

- Academic Interventions: Systematic Instruction in Phonics and Phonemic Awareness ("(SIPPS"),), HELPS fluency routines, Seeing Stars and On Cloud 9 (Lindamood Bell), Sound Partners
- Behavioral/Social-Emotional Interventions: Check-in/Check-out ("(CICO"),), individual counseling, functional behavior assessments and positive behavior intervention plans

Ongoing Progress Monitoring. Rocketship utilizes a variety of tools to conduct ongoing progress monitoring of students participating in interventions. Students participating in Tier 2 and Tier 3 academic intervention participate in weekly progress monitoring activities using curriculum-based measurements. The DIBELSSTEP assessment (further described above) is also utilized to monitor the progress of students participating in reading comprehension intervention. The progress of students participating in Check-in/Check-out (CICO) is tracked daily by CICO coordinators. 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 four to six week data cycles support the data-based decision making component of our MTSSRtI 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, examples of which can be found in Rocketship's "Pre-Referral Handbook" (See Appendix 14). 8.

Treatment Integrity. Rocketship Assistant Principals and Network Support staff conduct regular 'implementation fidelity' reviews of all staff conducting intervention using our evidence-based interventions. These reviews are not utilized for evaluation purposesevaluatory; 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 MTSSRtI 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 14. 8.

Transparency is an important component to the MTSSRtI framework. We regularly communicate with parents throughout the entire process, beginning with a written notification that their child has been selected to participate in MTSSRtI interventions. For a sample parent notification letter, please see the Rocketship RtI Playbook in Appendix 8.

ACADEMICALLY HIGH-ACHIEVING STUDENTS

~~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~~RtI~~ program to high-achieving students (~~i.~~e.g., guided reading groups, advanced Singapore Math resources, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

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

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

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

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

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

Daily Enrichment. The Learning Lab is an additional space where high-performing students can receive~~read a variety of leveled literature and use~~ adaptive software and hands-on activities such as Lego Robotics that challenges them. We anticipate providing

other activities to our high-achieving students during Learning Lab which let them examine the current grade-level concepts in more depth.

Ongoing Assessment. Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the online programs in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure that students who began the year ahead~~with good gains~~ are continuing~~not starting~~ to progress. ~~fall back.~~

SPECIAL EDUCATION SERVICES

~~INTEGRATED SPECIAL EDUCATION~~

RSA

~~Alma~~ 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 ADA~~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~~of~~ Civil Rights ~~(“(~~OCR”~~).)~~. Furthermore, RSA~~Alma~~ will comply with Authorizer guidelines, and all California laws pertaining to special education students.

OVERVIEW

Rocketship’s commitment to ensuring equal access~~eliminate the achievement gap extends~~ to opportunity for all ~~students~~, including students with diversity of~~unique~~ learning, social emotional and behavioral needs. The mission of the Integrated Special Education (“~~(~~ISE”~~)~~) department within Rocketship ~~Education~~ is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. We partner as school and regional teams to ensure access, participation and success to the core curriculum, general education spaces and peers. For the ISE specific aims,~~Towards~~ this is accomplished through: ~~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 with evidence ~~-~~based best practices ~~in order~~ to create Individualized Education Programs~~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 students first, family centered, and team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as teachers, 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 to advocate to the fullest for~~in becoming experts in~~ their child ~~children’s needs and educational programs.~~

RSA~~Alma~~ intends to continue to operate as a Local Educational Agency (“~~(~~LEA”) for purposes of special education, as an LEA member of~~)~~ ~~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. A change in LEA status or SELPA membership shall not require a material revision of this charter.

As an LEA, RSA~~Alma~~ will be solely responsible and liable, the same as a school district, for providing special education and related services. 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 information guidelines 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.

RSA~~Alma~~ 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 RSA. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on capacity at the Charter School.

INTEGRATED SPECIAL EDUCATION

ISE Model. At Rocketship Public Schools we serve all students. The core of our Integrated Special Education program is providing a continuum of supports and services for Rocketeers that is grounded in equitable access to rigorous instruction leading to gap-closing results.

We partner as regional leaders, school teams, and with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavioral development needs. The core of our ISE Program is high-quality, rigorous, and inclusive instruction for the growth and absolute achievement of our Rocketeers. 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 neurotypical peers, to the greatest extent possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and design needed scaffolds and supports. Supports in

the Tier 1 program vary by student and according to need, but may include:

- Accommodations based on a Universal Design for Learning ("**UDL**") framework
- Heterogenous small group reading instruction
- Modified homework and independent classwork
- Visual supports, such as visual schedules or visual behavior supports
- Assistive technology supports
- Testing accommodations
- Co-Teaching
- Sensory supports

We believe these supports benefit all learners, and the close collaboration between general and special education professionals to serve any student who has diverse learning needs will help us meet our goal of helping every student 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 research and 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, deaf and hard of hearing, vision, orientation and mobility, 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 drafted and proposed in the IEP, agreed to, and finalized 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. 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 agrees to and or request placement for 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 15 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. As an IEP team during an IEP meeting, transportation will be discussed in accordance with state law regarding eligibility.

Supports for Students with Moderate to Severe Learning Needs: Rocketship's flexible and supportive approach to special education reduces the need for separate Special Day Class ("**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 needs. 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.

~~or is provided a plan under Section 504, he or she is considered with all others for enrollment at Alma. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on availability of student enrollment space in a "general education" classroom.~~

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Rocketship understands its responsibility to ensure that all children with a documented or suspected disability that may require 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 15~~9~~.) 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.

~~If a student enrolls in Alma with an existing IEP, the Charter School will notify SCCOE and/or the SELPA within five days.~~

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

- A Universal Screener – Administered to all students at least three times a year to get an understanding of student knowledge.
  - A "student huddle" process, wherein grade level teams and school leaders collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.
  - A formal Student Study Team~~, (SST),~~ which includes family members, classroom teachers, school leaders, the school psychologist, and other staff as necessary, which plans targeted, individualized students who present with more significant academic and/or behavioral needs. (For a copy of our Pre-Referral~~current SST~~ Handbook, please see Appendix 14~~9~~.)
  - Tier 2 and 3 social emotional, behavior, and academic interventions, further described above, delivered to students identified as needing them through the universal screening process
    - Diagnostic Assessment – For more specific information on a student's skill development needs.
    - Progress Monitoring – Weekly data collection aligned to the interventions provided to students in Tiers II, III, and special education. This supports the Charter School teams to review data and make data based decisions regarding instructional supports and programmatic needs.

Generally, students

~~Students~~ who do not respond to targeted pre-referral interventions after two cycles that have been~~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. Intervention~~Rocketship doesn't have an explicit rule regarding the exact timeframe during which interventions must be implemented before special education evaluation is considered, as this timeline will likely vary depending on the need of the individual student participating in intervention. However, as a general rule, if a student has participated in two~~ cycles can range from 6-10 weeks and may align~~of interventions that have been implemented~~ with Data Days set by the Academic Calendar. If~~fidelity, and~~ the student has not demonstrated adequate responsiveness to ~~those~~ interventions during these cycles, the SST or intervention team may consider whether a referral for special education evaluation is appropriate. The IDEA governs the identification, evaluation and implementation of special education services. Interventions

~~While current law requires that interventions~~ within the general education program shall be implemented before referral for a special education evaluation. (Education Code Section 56303).~~,~~ Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the Charter School~~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 social emotional and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent requests for special education evaluation in accordance with state and SELPA guidelines and regulations. All~~If a verbal request for special education evaluation is made by a parent, the receiving staff member assists the parent in putting their request in writing. Written~~ requests, verbal and written, are day and time stamped by the receiving staff member and immediately delivered to the special education team. The school team then schedules a formal SST meeting to respond to the parent request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a prior written notice~~Assessment Plan~~ within 15 days~~. Alma will also notify SCCOE and/or SELPA~~ of their~~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 and IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans. ~~and~~ Prior Written Notice and all 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~~multi-disciplinary~~ team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, social workers, 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. [14] 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 data isassessments are also includedconducted as a component of all formal special

[14] 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.

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 IEP~~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:

- 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 public expense.

Every three years, a student with an IEP is re-evaluated. The triennial assessment serves two purposes: to review progress made since the last formal evaluation, and to determine if the student continues to be eligible to receive special education services.

Prior to the triennial IEP, the IEP team reviews existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of that review and input from the student's parents, the IEP team identifies what additional 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 assessments are~~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 Charter 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 (~~IEP Team~~) team~~—comprised of, at a minimum, the Education Specialist, general education teacher, administrator or administrative designee, assessors, related service providers, and the parent, will then meet to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

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

Rocketship designs IEPs such that it can be reasonably expected that the child will receive meaningful educational benefit from the program that is developed. IEP teams focus on developing the accommodations and services that are necessary for the student to access and benefit from the general education program, and we take very seriously our mandate to educate students with disabilities in the least restrictive environment. Towards this effort, whenever possible, special education services are provided by specialists within the general education classroom (see Appendix 16~~9~~ for a sample professional development session for school leaders outlining~~more information on~~ our approach to co-teaching). We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate in the general education environment, alongside their neurotypical peers, based on student needs and IEP~~typically developing peers~~, we do provide pull-out specially designed services when the IEP team determines that this placement is most appropriate for the individual student.

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

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, 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.

SECTION 504 PLANS

In addition to IDEA, Rocketship follows Section 504 the ~~of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (~~ADA~~,)~~, which prohibit~~prohibits~~ discrimination based on a disability. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

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

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

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided with a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed as needed and on a regular basis to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility. 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.

CONSIDERATIONS FOR EL STUDENTS

Because the majority of current Rocketship students are 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 assessment~~assessments~~ (i.e. ~~CELDT/~~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

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. ~~INTEGRATED SPECIAL EDUCATION SERVICES~~

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

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

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

- ~~Accommodations based on a Universal Design for Learning (UDL) framework~~
- ~~Homogenous small group reading instruction using texts at students individual instructional levels~~
- ~~Modified homework and independent classwork~~
- ~~Visual supports, such as visual schedules or visual behavior supports~~

- Assistive technology supports
- Testing accommodations

We believe these supports benefit all learners, and the close collaboration between general and special education professionals to serve any student who is experiencing learning challenges will help us meet our goal of helping every student to reach 1.5 years of achievement in each grade.
For sample materials on general and special education collaboration and the UDL framework, please see Appendix 9.

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

At Rocketship, qualified Education Specialists also work with qualified paraprofessionals to provide special education services. The paraprofessional works under the direction of the Education Specialist to provide additional instructional support and services to identified students.

Related Services. Rocketship provides related services, including but not limited to speech and language services, occupational therapy services, and physical therapy services as needed to meet eligible students' IEP needs. The services are provided by certified or licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students as identified in the IEP. All services are written up in the IEP, agreed to, and fully executed by the ISE staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population. Rocketship has directly hired many related service providers, including speech language pathologists, school psychologists, and occupational therapists. Other low incidence related services, including vision services, adapted physical education, and deaf/hard of hearing services are provided by contracted, certified Non-Public Agency (NPA) providers. In accordance with SELPA guidelines, Rocketship develops a Master Contract and Individual Service Agreements for all services provided by NPAs.

Referral to Non-public School Agency. In some exceptional cases, when a student may require a placement in a more restrictive setting, Rocketship may consider a referral to a non-public school(NPS). Rocketship will not make referrals for placement at non-public schools, private schools, or agencies without consultation with the SELPA. If a parent places students at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA. We currently do not have any students enrolled in NPS or residential facility at any of the Rocketship schools.

Educationally Related Mental Health Services. As an LEA for the purposes of special education, Rocketship is responsible for the provision of Educational Related Mental Health Services (ERMHS) for any student who requires this related service in order to access and benefit from his or her educational program. Rocketship conducts ERMHS assessments and develops recommendations for ERMHS provision in accordance with state regulations and SELPA guidelines. ERMHS services are provided by a combination of Rocketship school psychologists and contracted NPAs, depending on the

recommendations of the IEP team and needs of the individual student. For sample ERMHS procedures, please see Appendix 9.

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

Supports for Students with Moderate to Severe Learning Needs: Rocketship's flexible and supportive approach to special education reduces the need for separate "SDC" placements for many students, and we have historically found that the vast majority of students who enter Rocketship from an SDC placement are able to be successful in an inclusive model with the appropriate supports and collaboration between special and general educators. Because of our open lottery process, we have students with a variety of learning and behavioral needs in our schools, and have developed supports and structures to support all learners within our model. Students with moderate to severe learning needs are case managed by a teacher with a moderate to severe Education Specialist credential, on a caseload with a much lower student-to-staff ratio that students with mild learning differences. Our moderate to severe teaching staff participate have access to professional development opportunities uniquely designed for their specific student needs. (Sample professional development materials are included in Appendix 9.) Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

STAFFING

Our ISE team is typically comprised of a Program Director, Program Specialist, School Psychologist, Education Specialists (mild to moderate support needs and extensive support needsand 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. In order for us to build teacher capacity, Rocketship utilizes the partnership with a local BTSA Induction Program to help ISE teachers to expand and deepen their teaching knowledge and skills and complete the requirements for a California Clear Credential.

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

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

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

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

Special education staff also receive ongoing direct coaching from both an on-site administrator (principal or assistant principal), as well as an assigned Program Specialist who provides special-education specific consultation and support. ~~For sample special education professional development materials, please see Appendix 9.~~

PARENT INVOLVEMENT

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

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

In addition, all students' progress is updated in writing on a trimester basis and at least as frequently as report cards are provided for the Charter School's non-special education students. ~~.~~ In addition to a progress report on the IEP goals, the Education Specialist will participate in these quarterly parent teacher conferences. This allows for total involvement of the entire IEP team throughout the year rather than just on an annual basis.

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

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

Rocketship believes~~understands and complies with all due process cases. We ensure~~ that all parents have a right to be ~~are~~ informed of their procedural rights ~~and provide all information required. Our staff is experienced and able to participate~~ in their preferred language. Parents are provided procedural safeguards prior to any ~~legal actions necessary. A charter attorney with~~ 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 (~~expertise is available~~ as well as other relevant stakeholders) to come to a resolution~~needed~~.

ENGLISH LEARNERS

~~ENGLISH LEARNERS~~

At Rocketship, we serve a significant number of English Learners.[15] ~~learners (ELs).~~ 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~~re-classification~~ 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 will provide access to grade-level core curriculum for all ELs.
~~Rocketship will provide 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

[15] Legal guidelines clarify that an English learner is a student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC) is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

Rocketship. If a student's HLS shows a response other than English to the first three questions, the student~~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.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the ~~California~~ English Language Proficiency Assessments of California ~~Development Test (CELDT)~~ once each year to ELs until they are Reclassified Fluent English Proficient ("~~(~~RFEP"),~~)~~, unless a student is classified as Initial Fluent English Proficient ("~~(~~IFEP"~~)~~) upon the initial ELPAC~~CELDT~~ administration.[16] For more details on these classifications, please see below. ELPAC~~CELDT~~ scores will be placed in the student's cumulative file.

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("**IA**")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("**SA**")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.
The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than

[16] 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.

English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

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

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

~~***In Grades K-1:***~~

- ~~On the~~ initial ~~CELDT~~ assessment proficiency criterion set by the state~~, the student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5). The student's Listening and Speaking scores must each be Intermediate (Level 3) or higher.~~
- ~~Academic performance is monitored for one year to verify that the student is able to successfully participate in curriculum designed for students of the same age. At the end of the academic year:~~
  - ~~The teacher evaluates the student's performance in the classroom, taking into account the student's level of curriculum mastery.~~
  - ~~The student's parents are consulted and provide consent for IFEP reclassification.~~
  - ~~The student demonstrates grade-level performance on objective assessments of basic skills (Rocketship will likely choose to use nationally normed NWEA MPG scores to compare ensure on-grade-level performance.)~~

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

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

In general, English learners are no longer classified as "EL" once they have attained the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of modified English materials.

Under current state law, students who are identified as English learners must participate in the annual administration of the ELPAC~~CELDT~~ 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~~California Ed~~ 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~~between May and June~~. Rocketship's Analytics team will generate a spreadsheet of EL students who are eligible for reclassification~~ and a list of students who are eligible for IFEP (marked as "TBD").~~ This spreadsheet will include all necessary assessment data on students who met or are close to meeting the reclassification criteria.

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

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

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 annual 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 who are moved from EL status to ~~IFEP or~~ RFEP are documented in online databases including PowerSchool and CALPADs. RSA~~Rocketship~~ will monitor reclassified students' performance for four~~two~~ years after reclassification in accordance with California regulations and Title III of the ESSA. ~~ESEA.~~

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 ~~school's~~ population breakdown, teachers may work with students individually throughout the school day or they may break students into the expanding, emerging and bridging stages of language development, further described below:

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

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

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

Teachers may also write prompt sentences from a text and have students combine them into more complex sentences.

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

Instructional Strategies. Rocketship teachers are trained in Project Guided Language Acquisition Design ("~~(~~GLAD"),~~)~~ which includes a multi-day professional development workshop. GLAD focuses~~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. ~~Our teachers have four prioritized GLAD strategies that are taught every week (one strategy/week): graphic input chart, pictorial input chart, expert groups, and process grids.~~
Rocketship teachers will also employ Specially Designated Academic Instruction in English ("~~(~~SDAIE")~~)~~ strategies in their classrooms, which are meant to be beneficial for all students, not just English learners. These strategies may include:

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

All Rocketship teachers will be 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.

RSA

~~Alma~~ will establish an English Learner~~Language~~ Advisory Committee ~~("~~ELAC~~")~~ if the Charter School enrolls 21 or more EL students, as further described in Element D below. 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 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

~~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.

CREDENTIALING

Rocketship continuously strives~~RECRUITMENT~~

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

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

~~Additionally, we~~ are committed to creating pathways to support our staff on their journey to becoming a certificated~~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 through our Rising Teachers program. 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 in California. We have ~~talent also brings great diversity to our staff body, as candidates are often from our local school communities.~~

~~Once we develop~~ a dedicated Talent Development & Credentialing~~strong teacher candidate pool, the recruitment~~ team who educates and guides staff throughout the entire process. ~~screens resumes and passes teaching candidates to principals for hiring. This process enables the principals to have pre-screened, high-quality candidates for their schools with the support of Rocketship's central office. At the same time, principals are empowered to select and staff their own schools, ensuring that they hire candidates that are a good match for their school.~~

Rocketship partners with Rivet School and Reach University, nonprofit college programs that help working adults earn an accelerated, affordable bachelor's degree and teaching credentials for California school employees. Teachers who enroll in an Intern Credential Program are eligible to receive tuition assistance and additional support such as tutoring, paid time off for studying, etc.

Rocketship also partners with the Silicon Valley New Teacher Project to support teachers in the final step of obtaining their clear credential. Our teachers receive intensive, one-on-one mentoring to strengthen their classroom practices, ensuring student academic success.

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 for new staff, and ongoing professional learning for experienced educators. ~~.~~ ~~—~~This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around

personalized learning and the Rocketship identity. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents in this culture, including how to empower parents as key supporters of their children's educations after students graduate from Rocketship and move onto middle and high school. This helps ensure that our students succeed to and through college. School leaders, including both Principals and Assistant Principals, participate in twothree 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.

School Year*Yearly***.** In addition to summer training, Rocketship schools dedicate approximatelyat least 200 hours throughout the school year for staff professional development. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, and facilitating small group instruction for struggling readers in the upper grades.

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

COACHING

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

The overarching principles of our coaching program are a tight feedback loop, regular opportunities for practice, the identification of root cases of problems and their accompanying solutions, weekly foci for teachers, and measurablemeasureable 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.g. using pre-aligned non-verbal signals, whisper coaching to a 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.

NEW TEACHER RESIDENCY - PILOT

We have recently been awarded the Teacher Residency Capacity Grant Program by the California Commission on Teacher Credentialing to launch our first Teacher Residency Program in SY 25-26. This program will provide high-quality immersive and comprehensive training experiences for our aspiring teachers, by combining coursework with hands-on classroom experience under the guidance of mentor teachers. Research shows that residency programs have a positive impact on student outcomes. Teachers who have successfully completed residency programs are often better equipped to meet the diverse needs of their students, can differentiate instruction effectively and create engaging and inclusive learning environments.

The Teacher Residency Program is just one example of how Rocketship is continuously striving to enhance its professional development opportunities, strengthen our talent development initiatives, and ensure Rocketship remains an attractive place to work and grow, and that Rocketship is well-positioned to develop and retain talent.

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Rocketship implements an annual performance evaluation system for

~~Our~~ teachers. We believe that performance evaluations are a vital part of helping us to achieve our mission because evaluations allow us to recognize and reward improvement and excellence and ensure that teachers receive consistent and direct feedback that helps them improve and grow.

Teacher evaluations include multiple ~~are evaluated based on the four~~ measures, including student growth and achievement and educator performance. The components align with teacher role and responsibilities and Rocketship's theory of action on how we can achieve our mission. ~~described below.~~ Each ~~of these~~ was also developed with the goal of promote transparency, consistency, and communication.

Our performance evaluation system consists of three formal evaluation activities during the school year complemented by Rocketship's ongoing coaching cycles as described in the Professional Development and coaching sections above. In the fall of each school year, teachers complete a self-reflection where they self-assess themselves on Rocketship's performance rubrics to reflect on performance trends to date, areas of growth, and opportunities for improvement. Teachers also meet with their manager for the self-reflection process to align on performance expectations, debrief on the self-assessment, and discuss next steps for growth. Teachers participate in two formal evaluations during the year where they receive an overall performance score and meet with their manager to discuss next steps for development. Mid-year evaluations take place in the winter and end-of-year evaluations in the spring before the end of the school year.

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

Family Engagement.~~Parent Metrics.~~ Teachers are also evaluated on their ongoing engagement with families as well as ~~the~~ percentage of home visits completed and the percentage of parents completing ~~30~~ partnership hours. (For more information on parent participation at Rocketship, please see Element D below.)

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

Teaching Performance. The Rocketship teacher performance ~~***Rubric.*** This~~ rubric outlines the expectations for teacher performance and is used by managers ~~was designed~~ to provide feedback ~~greater clarity and consistency~~ in evaluations. The core of Rocketship's ~~scoring~~ teacher performance. ~~The~~ rubric is the Charlotte Danielson *Framework for Teaching*. The *Framework for Teaching* is a research-based performance rubric validated to show positive correlations between the *Framework for Teaching* ratings ~~includes the following areas:~~

- ~~Domain 1: Intellectual Prep~~ and student outcomes.[17] The Rocketship performance rubric examines teaching performance in four domains: Planning ~~Culture of Mastery~~
- ~~Domain 2: Culture of Excellence~~
- ~~Domain 3: Student Habits: Love of Learning~~ and Preparation, Classroom ~~Pride~~
- ~~Domain 4:~~ Environment, Instruction, Professional Responsibilities. ~~of Excellence~~

(For a copy of the rubric, please see Appendix 17~~10~~.)

[17] Measures of Effective Teaching Project, "Danielson's Framework for Teaching for Classroom Observations," 2010.

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

~~For sample training materials that provide an overview of our updated talent management process, please see Appendix 10.~~

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 Program and Regional Teams focus~~Our Achievement Team focuses~~ on teacher curricular tools and resources to provide teachers with high quality resources and support~~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 competitive paid time off ("**PTO**") packages and a credentialing paid time off policy for educators who need time away from ~~early release days once per month instead of after~~ school complete credentialing requirements (e.g., test preparation, test completion, etc.).~~professional development.~~ We have increased opportunities for teachers to provide upward feedback on managers via surveys (~~i.~~e.g., manager effectiveness, staff satisfaction). We have a Teacher Advisory Group that is focused on keeping great teachers at Rocketship and providing a teacher voice on important topics that touch all aspects of our network.

Rocketship offers competitive pay structures and incentives to attract and retain excellent teachers. Rocketship uses a performance-based pay system, which allows solid and strong teachers demonstrating strong results to move up quickly within our compensation bands early in their career. The performance-based pay structure is a key lever for retaining our highest-performing teachers. Rocketship also deploys incentives and competitive benefits to create opportunities for additional growth within their profession, including a teacher professional development fund.

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

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

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

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

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

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

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

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

Rocketship also has a comprehensive development system for its School Leaders: Principals~~ and~~ Assistant Principals, Business Operation Managers and Office Managers. (Qualifications and responsibilities for these roles are further described below in Element E.) These school leaders receive ongoing professional development centered on key levers aligned to their role, including~~, which include~~ data- driven instructional leadership; systems planning~~instruction~~; coaching and observation; family and community engagement; 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.

To support our school leaders in team management, Rocketship provides key management development training and experiences. During our summer training, we start our training with self and team awareness development as a foundation of leadership. We also review evaluations and compensation training to ensure our leaders understand the process of setting clear expectations and compensation. We also ensure that new managers understand the foundations of employment law and performance management. During the school year, Rocketship has manager feedback and staff satisfaction surveys to give leaders clear feedback on their management and school experience. In addition to the surveys, our Human Resource team meets with school leadership teams every 1 - 2 months for People Partnerships meetings which debrief any management challenges, review any upcoming management strategies, or people related skill building.

Our Principals all spend approximately ten hours each month receiving professional development from Rocketship California's regional Achievement Team.~~Rocketship's centralized Schools Team.~~ Our Assistant Principals receive approximately two hours of professional development directly from the Achievement~~Schools~~ Team and also get regular training and support from Principals. Members of the regional~~Schools and~~ Achievement Team~~Teams~~ also attend meetings between school leaders and teachers to provide feedback on meeting facilitation and coaching, as well as conduct regular school and classroom walk-throughs with the school leaders. Business Operations Managers and Office Managers also receive weekly development from regional Directors of Operations and Directors of Family Engagement~~. School leaders also do monthly school walk-throughs with the Schools and Achievement Teams~~.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

~~ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES~~

The Charter School has created a Local Control and Accountability Plan ("**LCAP**"), which contains a reasonably comprehensive description of RSA's annual goals and outcomes in the State Priorities, schoolwide and for all numerically significant student subgroups, in

~~In~~ accordance with ~~the Local Control Funding Formula ("LCFF") requirements, the table below provides a description of Rocketship's annual goals for all pupils and for each subgroup of pupils identified pursuant to~~ Education Code Section 47605.6(b)(5)(A)(ii), which will ~~52052, to~~ be updated annually~~achieved~~ in accordance with~~the~~ applicable law and the State Board of Education's LCAP template. The LCAP is annually presented to families and the public at the Board of Directors LCAP Public Hearing and subsequently approved at the following meeting. The Charter School shall also present a report on the annual update to the LCAP for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP is designed to align with the state priorities, as described in ~~Education Code~~ Section 52060(d) and listed below. Each LCAP goal and associated ~~), and specific annual~~ actions directly address a subset of the state priorities. For a reasonably description of which LCAP~~to achieve those~~ goals address which state priorities, please see the LCAP attached~~.~~

~~Additionally, Alma has created a comprehensive Local Control and Accountability Plan (LCAP) and will continue to annually update the plan in accordance with California laws. The goals and actions described below are~~

~~subject to modification~~ as Appendix 18.

- State Priority 1 – Basic Services
- State Priority 2 – Implementation of Common Core State Standards
- State Priority 3 – Parental Involvement
- State Priority 4 – Student Achievement
- State Priority 5 – Student Engagement
- State Priority 6 – School Climate
- State Priority 7 – Course Access
- State Priority 8 – Other Student Outcomes

The LCAP is attached to this petition as Appendix 18 and fully incorporated by reference in fulfillment Elements A and B. Notwithstanding the foregoing, the LCAP is updated annually as required by state law, and any changes thereto shall be made~~our LCAP is updated annually,~~ without need for material revision of the charter ~~petition~~.

ELEMENT B: MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT

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. 100% of students, and 100% of subgroups of students, will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. 100% of teachers will be appropriately assigned and credentialed.
Actions to Achieve Goal	Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization. Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.
Subpriority B: Instructional Materials	
Goals to Achieve Subpriority	100% of Rocketship students, including 100% of student subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.
Actions to Achieve Goal	All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula)
	will be aligned to state standards as described in this charter petition. Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.
Subpriority C: Facilities	
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.
Actions to Achieve Goal	Maintain and update facilities as needed to provide a safe, clean learning environment. Address safety hazards immediately and refer general needs items to the Board for review and prioritization.

State Priority 2 – Implementation of Common Core State Standards Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A: CCSS Implementation	
Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that 100% of students, including 100% of student subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.
Actions to Achieve Goal	Rocketship's Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned intellectual preparation and unit planning materials as described in this charter. Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.
Subpriority B: EL Students and Academic Content Knowledge	
Goals to Achieve Subpriority	All English Learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English Learner and other subgroups.
Actions to Achieve Goal	Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions. Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs,
	including the strategies as described in this charter.
Subpriority C: EL Students and English Language Proficiency	
Goals to Achieve Subpriority	100% of ELs make progress to become proficient in English.

Actions to Achieve Goal	Align curriculum to ELD standards. Analyze data and monitor EL progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking. Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted interventions.

State Priority 3 – Parental Involvement Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A: Achieving/Maintaining Parental Involvement	
Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.
Actions to Achieve Goal	Hold elections and develop other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter. Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings. Fully incorporate parents into the LCAP process each year.
Subpriority B: Promote Parent Participation	
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.
Actions to Achieve Goal	Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/

	community meetings. Provide translation services for school newsletters, parent meetings, and parent - teacher conferences as needed.
Subpriority C: LCAP	

Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.
Measurable Outcomes	Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.

State Priority 4 – Student Achievement Pupil achievement, as measured by all of the following, as applicable: *A.* California Assessment of Student Performance and Progress (CAASPP) statewide assessment *B.* The Academic Performance Index (API) *C.* Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education *D.* Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) *E.* EL reclassification rate *F.* Percentage of pupils who have passed an AP exam with a score of 3 or higher *G.* Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
Subpriority A: CAASPP	
Goals to Achieve Subpriority	Rocketship students will exceed the average performance levels of students in schools with similar demographics in the local school district on state assessments.
Actions to Achieve Goal	Implementation of the CCSS aligned curriculum and instructional strategies. Teachers will receive training on the CA Common Core Standards. Student support structures (differentiated instruction, online learning programs, ILSs) Curriculum designed to support ELs and other struggling subgroups. Implementation of assessment software that mimics the online testing format and rigor of the CAASPP. ISE services as described in this Charter. Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.

Subpriority B: API

Goals to Achieve Subpriority	Alma will meet all state requirements for academic performance school wide and for all subgroups, including Hispanic students, socioeconomically disadvantaged students, EL students, and students with disabilities.
Actions to Achieve Goal	Monitor all students to assure they are making expected progress. School staff members work with classroom teachers to ensure all students are receiving the necessary supports.
Subpriority C: EL Proficiency Rates	
Goals to Achieve Subpriority	100% of EL students will make progress toward EL proficiency each year.
Actions to Achieve Goal	Monitor EL students to assure they are making expected progress. Use the new CCSS ELD standards to guide instruction of EL students. Train teachers in SDAIE and GLAD strategies.
Subpriority D: EL Reclassification Rates	
Goals to Achieve Subpriority	Alma EL students will become proficient in English and reclassified such that they are no longer designated as English learners.
Actions to Achieve Goal	Classroom teachers and ILSs provide scaffolded supports to EL students to help them to become proficient in English and to become reclassified. Students continue to be monitored classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support. Train teachers in SDAIE and GLAD strategies.

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

Subpriority A: Student Attendance Rates	
Goals to Achieve Subpriority	Alma will maintain a high average daily attendance rate, school wide and for all subgroups.
Actions to Achieve Goal	Monitor attendance reports. Educate parents and students about the importance of daily attendance. Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Hold conferences with parents of students who regularly miss school.
Subpriority B: Student Absenteeism	
Goals to Achieve Subpriority	Rocketship will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.
Actions to Achieve Goal	Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.

State Priority 6 – School Climate School climate, as measured by all of the following, as applicable: *A.* Pupil suspension rates *B.* Pupil expulsion rates *C.* Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Subpriority A: Pupil Suspension Rates	
Goals to Achieve Subpriority	Alma will minimize pupil suspension rates by implementing various methods to help students who are struggling school wide and for all subgroups.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students.

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

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

	Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.

State Priority 8 – Other Student Outcomes Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
Subpriority A: English	
Goals to Achieve Subpriority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.
Actions to Achieve Goal	Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided reading, Writer's Workshop) as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.
Subpriority B: Mathematics	
Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.
Actions to Achieve Goal	Use CCSS to guide Mathematics instruction. Utilize a variety of instructional strategies as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.
Subpriority C: Social Studies	
Goals to Achieve Subpriority	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.

~~Actions to Achieve Goal~~	~~Social Studies will be incorporated into ELA/Literacy instruction.~~ ~~Nonfiction block will include social studies texts.~~ ~~EL students will receive scaffolded language support.~~ ~~Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.~~
~~Subpriority D: Science~~	
~~Goals to Achieve Subpriority~~	~~All students, including all subgroups, will understand science concepts and scientific thinking.~~
~~Actions to Achieve Goal~~	~~NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block.~~ ~~NGSS-aligned science concepts will be incorporated into Mathematics instruction.~~ ~~NGSS-aligned science concepts will be explicitly taught throughout the school day.~~ ~~Teachers and school leaders will participate in NGSS trainings and workshops.~~ ~~Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented.~~ ~~EL students will receive scaffolded language support.~~ ~~Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.~~
~~Subpriority E: Arts~~	
~~Goals to Achieve Subpriority~~	~~All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in enrichment classes.~~
~~Actions to Achieve Goal~~	~~Offer at least two enrichment subjects to students.~~ ~~Enrichment teachers participate in professional development and school-wide data analysis to ensure rigor and effectiveness.~~ ~~Incorporate visual and performing arts activities and projects into the school day.~~
~~Subpriority F: P.E.~~	

Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.
Actions to Achieve Goal	Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.

~~ELEMENTS B & C: MEASURABLE STUDENTS OUTCOMES AND METHODS OF ASSESSMENT~~

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the 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 pupil subgroups~~groups of pupils~~ served by the charter school, as that term is defined in ~~subparagraph (B) of paragraph (3) of~~ subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. ~~—47607. —California~~ Education Code Section 47605.6(b)(5)(B).

Goals, Actions, and Outcomes in Alignment with State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the RSA LCAP provides a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, which address and align to the Eight State Priorities identified in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School maintains that all students, including all subgroups, can achieve the goals it sets. The LCAP explains how the Charter School addresses the Eight State Priorities. See Appendix 18, RSA LCAP.

Student Outcomes/Exit Outcomes as Aligned to the SCCOE Charter Review Matrix

RSA's goals, actions, and outcomes, schoolwide and for all numerically significant subgroups, are comprehensively described in the Charter School's LCAP. To facilitate review, the following LCAP excerpts are the student outcomes specifically requested in SCCOE's Charter Review Matrix in the order in which they appear in RSA's LCAP:

- CAASPP met or exceeded schoolwide (ELA): 68% for 2023-24
- CAASPP met or exceeded schoolwide (math): 69% for 2023-24
- CAASPP met or exceeded schoolwide (science): 18% for 2023-24
- Average growth years for reading (NWEA MAP), grades K-2: 1.2 years
- Percentage of EL students who increase at least one ELPI level or maintained the ELP criterion (Level 4): 55% (green indicator on Dashboard)
- EL reclassification rate: 15%
- Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home: 100%
- Percentage of students who feel safe on campus: 75%
- Percentage of students who feel connected to at least one staff member: 75%
- Chronic absenteeism rate (schoolwide): 10% or lower
- Suspension rate (schoolwide): 0.5%
- Expulsion rate (schoolwide): 0%
- Average daily attendance: 95%
- Percentage of students with access to a broad course of study: 100%

RSA makes the following affirmations related to its student outcomes/exit outcomes, in alignment with SCCOE's

Charter Review Matrix:

- As RSA's student outcomes are aligned with state assessments (CAASPP, CAST, ELPAC, etc.), they directly address state content and performance standards in core academics.
- RSA's exit outcomes include acquisition of academic and non-academic skills, as shown by the list above, which includes academic performance outcomes, and outcomes related to student safety, attendance, and campus climate, etc.
- RSA affirms that "benchmark" skills and specific classroom-level skills will be developed.
- RSA affirms that its student outcomes align to its mission, curriculum and assessments.
- RSA's list of school-wide student performance goals that students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc., are described in the above list.
- RSA acknowledges that exit outcomes and performance goals may need to be modified over time.
- Student achievement measurements, as established in the attached LCAP, include the following elements: alignment with the state priorities (documented in relation to each goal, action, and outcome in the LCAP); administration of state assessments; Dashboard indicator goals; the percentage of EL students who make progress toward English proficiency; and the EL reclassification rate.

ELEMENT C METHODS OF ASSESSMENT

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).

ELEMENT C: ASSESSMENT MEASURES

RSA 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.

The LCAP attached to this charter petition as Appendix 14 shall not be deemed part of this charter, and therefore any amendments made to the LCAP shall not be considered a "material revision" of the charter as defined in Education Code 47607. This charter petition designates actions intended to ensure that Alma meets the goals and targets described below.

ELEMENT B: MEASUREABLE OUTCOMES

Pursuant to Education Code Section 47605.6(b)(5)(B), the following table describes Alma's measureable outcomes and corresponding methods of assessment that align with the state priorities, and goals and actions to achieve the state priorities, as identified in Element A of this charter. All outcomes are aligned to Rocketship's mission, curriculum, and assessments.

State Priority 1 – Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
Subpriority A: Teachers		
Goals to Achieve Subpriority	Rocketship will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and credentialed.	
Measurable Outcomes	1. 100% of full-time teachers are appropriately assigned.	
	2. 100% of full-time 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 (CCTC) and appropriate EL authorization.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.	RSED 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.	RSED Recruitment Team; HR; Principal
Subpriority B: Instructional Materials		
Goals to Achieve Subpriority	All Rocketship students, including all subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences. Rocketship will provide standards-aligned instructional materials with focus on non-fiction and vocabulary study; project-based learning; social studies; and integrated STEM.	
Measurable Outcomes	100% of Rocketship students have access to up-to-date, standards-aligned instructional materials in their classrooms	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition. Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.	Annual review (and other periodic reviews as necessary) of standards–aligned materials by Rocketship's Achievement Team, Schools Team, and school leaders. Annual budget review and allocation.	RSED Achievement Team, Schools Team, school leaders

Subpriority C: Facilities	
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.

Measurable Outcomes	Exemplary rating according to Annual Facility Inspection Reports, with no deficiencies or extreme deficiencies.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Maintain and update facilities as needed to provide a safe, clean learning environment.	Annual Facility Inspection; daily spot checks; regular walkthroughs by custodial staff.; facility inspection checklists prepared by Business Operations Manager	RSED Facilities Team; RSED Schools Team; Principal; Business Operations Manager
Address safety hazards immediately and refer general needs items to the Board for review and prioritization.	Annual Facility Inspection; regular facility inspections to screen for safety hazards; facility inspection checklists prepared by Business Operations Manager	RSED Facilities Team; RSED Schools Team; Principal; Business Operations Manager

State Priority 2 – Implementation of Common Core State Standards Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.		
Subpriority A: CCSS Implementation		
Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that 100% of students, including 100% of students in all subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.	
Measurable Outcomes	1. All instructional materials in ELA/Literacy and Mathematics are aligned to CA CCSS. 2. All teachers receive at least five hours in professional development specifically on CCSS implementation.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Rocketship's Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned	Annual review (and periodic reviews as necessary) of curriculum to ensure that all	RSED Achievement Team; RSED Schools Team; School

intellectual preparation and unit planning materials as described in this charter. Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.	instruction is standards-aligned. Professional development calendar reflecting specific CCSS implementation sessions.	Leaders
Subpriority B: EL Students and Academic Content Knowledge		
Goals to Achieve Subpriority	100% of English learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English learner and other subgroups.	
Measurable Outcomes	1. Rocketship EL Students perform at levels of proficiency equal to or exceeding the local school district on annual CAASPP tests. 2. 100% of students, including 100% of subgroups, have access to CCSS-aligned instruction and materials. 3. 100% of teachers receive professional development on scaffolding CCSS instruction for ELs. 4. 100% of teachers receive training in best practices to improve English language proficiency.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results; EL student cumulative folders	Principal; teachers
Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.	Professional development schedules.	RSED Achievement Team; School Leaders
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs.	Professional development schedules. Annual inventory of	RSED Achievement and Schools Teams; School Leaders

Provide a broad range of high-quality, standards-aligned instructional resources that facilitate ELs' access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD standards.	instructional materials and assessments.	
Subpriority C: EL Students and English Language Proficiency		
Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.	
Measurable Outcomes	1. Reclassification rate of 8.8% in Year 1; 9.8% in Year 2; 10.8% in Year 3. 2. Progress on CELDT: maintain rate above 80%. 3. 100% of EL students show growth in writing ability. 4. 100% of EL students receive ongoing support from classroom teacher. 5. 100% of teachers receive training in best practices to improve English Language proficiency.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	RSED Achievement Team; Principal; teachers
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	CELDT/ELPAC results. Results from other interim assessments as described in this charter.	RSED Achievement Team; RSED Analytics Team; School Leaders; teachers
Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted interventions.	Professional development schedules	RSED Achievement Team; School Leaders

State Priority 3 – Parental Involvement
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

Subpriority A: Achieving/Maintaining Parental Involvement		
Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.	
Measurable Outcomes	1. Parent service on the regional advisory board, as prescribed by this charter and Rocketship policies. 2. Parent service on the School Site Council, as prescribed by this charter and Rocketship policies. 3. Parent service on the English Language Advisory Council, as prescribed by this charter and Rocketship policies. 4. Parent participation in community meetings. 5. Parent responses on the annual Parent Survey indicate satisfaction with their relationship with Rocketship teachers, staff members, and community.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter.	Membership rosters.	RSED Board of Directors; RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings.	Parent Surveys. Meeting minutes. Attendance rosters at school events.	RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
Subpriority B: Promote Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	1. 100% of parents complete 30 partnership hours every school year. 2. % of parents attending at least one school event per month: Y1= baseline; Y2 = baseline + 1%; Y3= baseline + 2% 3. 100% of parents attend at least 5 community meetings every year.	

	4. 100% of parents attend at least 3 conferences every year.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings	Parent participation hour logs Attendance roster at school events	RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
Provide translation services for school newsletters, parent meetings, and parent teacher conferences as needed.	Translated documents provided to parents.	School Leaders; Office Manager
Subpriority C: LCAP		
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.	
Measurable Outcomes	Input from parents representative of all student subgroups, including Hispanic, Asian, and Special Education, on LCAP goals generated during in-person community meetings, SSC meetings, and LCAP take-home survey.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.	Annual LCAP. Parent meeting minutes. Parent Survey.	RSED Growth & Community Engagement Team; RSED Schools Team School Leaders

State Priority 4 – Student Achievement
Pupil achievement, as measured by all of the following, as applicable:
A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early

Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness			
Subpriority A: CAASPP			
Goals to Achieve Subpriority	Rocketship students will exceed the average performance levels of students in schools with similar demographics in the local school district on state assessments.		
Measurable Outcomes	CAASPP Scores:		
	2016-17	2017-18	2018-19
	All Students	44 ELA; 49 Math; 50 Sci.	46 ELA; 51 Math; 52 Sci.	47 ELA; 52 Math; 53 Sci.
	EL	27 ELA; 34 Math; 21 Sci.	29 ELA; 36 Math; 23 Sci.	30 ELA; 37 Math;24 Sci.
	Special Ed	10 ELA; 33 Math; Base +2 Sci.	12 ELA; 35 Math; Base +4 Sci.	13 ELA; 36 Math; Base +5 Sci.
	SED	41 ELA; 45 Math; 46 Sci.	43 ELA; 47 Math; 48 Sci.	4 ELA; 48 Math; 49 Sci.
Actions to Achieve Goal	**Methods of Assessment**		**Person(s) Responsible**
Implementation of the CCSS-aligned curriculum and instructional strategies. Teachers will receive training on the CA Common Core Standards. Student support structures (differentiated instruction, online learning programs, ILSs) Curriculum designed to support ELs and other struggling subgroups. Implementation of assessment software that mimics the online testing format and rigor of the CAASPP. ISE services as described in this Charter.	Review of yearly, unit, and daily planning and preparation materials. Review of assessment materials. Professional development schedules. Collaborative meetings among school leaders, teachers, and other service providers (i.e. ILSs, Education Specialist)		RSED Achievement Team; RSED Schools Team; School Leader; Education Specialist
Analyze student CAASPP test	Interim standards-aligned benchmark		RSED Achievement

scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.	assessments. CAASPP results.	Team; RSED Schools Team; RSED Analytics Team; School Leaders
Subpriority B: API		
Goals to Achieve Subpriority	Alma will meet state requirements for academic performance school wide and for all subgroups, including Hispanic students, socioeconomically disadvantaged students, EL students, and students with disabilities.	
Measurable Outcomes	Alma meets state target of the statewide measure that will be established by State Board of Education that will replace API, school wide and for all subgroups.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor all students to assure they are making expected progress. School staff members work with classroom teachers to ensure all students are receiving the necessary supports.	Continuous monitoring of student growth, including all subgroups, using regular benchmark assessments and NWEA MAP or another nationally normed formative assessments, which are aligned to CCSS.	School Leaders; Teachers
Subpriority C: EL Proficiency Rates		
Goals to Achieve Subpriority	EL students will make progress toward EL proficiency each year.	
Measurable Outcomes	Increase reclassification rate by 1% each year; maintain CELDT progress rate of 80%.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor EL students to assure they are making expected progress. Use the new CCSS ELD standards to guide instruction of EL students.	Reading, Writing, and Math formative assessments, CELDT or ELPAC scores. Student progress reports. Review of yearly, unit, and daily lesson plans.	RSED Achievement Team; School Leaders; teachers

Train teachers in SDAIE and GLAD strategies.		
Subpriority D: EL Reclassification Rates		
Goals to Achieve Subpriority	Alma EL students will become proficient in English and reclassified such that they are no longer designated as English learners.	
Measurable Outcomes	Reclassification rate increases by one percentage point per year above the average for the next three years (i.e. Year1 = average rate + 1; Y2 = avg. rate + 2; Y3 = avg. rate + 3)	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Classroom teachers and ILSs provide scaffolded supports to EL students to help them to become proficient in English and to become reclassified. Students continue to be monitored classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support. Train teachers in SDAIE and GLAD strategies.	Reclassification statistics. Formative assessments in reading, writing, math. CELDT/ELPAC	RSED Achievement Team; School Leaders; teachers

State Priority 5 – Student Engagement Pupil engagement, as measured by all of the following, as applicable: *A.* School attendance rates *B.* Chronic absenteeism rates *C.* Middle school dropout rates (EC §52052.1(a)(3)) *D.* High school dropout rates *E.* High school graduation rates	
Subpriority A: Student Attendance Rates	
Goals to Achieve Subpriority	Alma will maintain a high average daily attendance rate, school wide and for all subgroups.

Measurable Outcomes	ADA rates are at least 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.	RSED Operations Team; School Leaders; Business Operations Manager; Office Manager
Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	Satisfaction surveys. Community meetings.	RSED Schools Team; School Leaders
Hold conferences with parents of students who regularly miss school.	Parent conference records	Principal; teachers
Subpriority B: Student Absenteeism		
Goals to Achieve Subpriority	Alma will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.	
Measurable Outcomes	Rate of chronic absenteeism decreases by 1% per school year, school-wide and for all subgroups: 2016-17: 9.0% 2017-18: 8.0% 2018-19: 7.0%	
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.	RSED Schools Team; School Leaders; Teachers

State Priority 6 – School Climate
School climate, as measured by all of the following, as applicable:
A. Pupil suspension rates
B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness		
Subpriority A: Pupil Suspension Rates		
Goals to Achieve Subpriority	Alma will minimize pupil suspension rates by implementing various methods to help students who are struggling school wide and for all subgroups.	
Measurable Outcomes	Suspension rates lower than surrounding district schools with similar demographics, school wide and for all subgroups.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and service providers. Annual School Accountability Report Card.	RSED Schools Team; School Leaders; Teachers
Subpriority B: Pupil Expulsion Rates		
Goals to Achieve Subpriority	Alma will minimize pupil expulsion by implementing various methods to support students who are struggling.	
Measurable Outcomes	Alma will maintain an annual expulsion rate of less 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. Social-emotional curricula incorporated into instructional plans.	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and	RSED Schools Team; School Leaders; Teachers

Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	service providers. Annual School Accountability Report Card.	
Subpriority C: Other Measures		
Goals to Achieve Subpriority	Parents are satisfied with the relationship they have with their child's teachers.	
Measurable Outcomes	1. 91 95% or more parents believe school is a safe place for their children. 2. 95% or more 3rd-5th grade students believe school is a safe environment to learn. 3. 100% of families receive home visits from the classroom teacher and a School Leader.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Regular parent-teacher conferences. Regular communication between teachers and parents (i.e. phone calls, emails, notes home) Parent participation in school events.	Parent Survey. Home Visit log.	RSED Schools Team; School Leaders; teachers

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

	and performing arts, and health. 2. 100% of students, including all subgroups, are provided PE classes 200 minutes every 10 days.	
Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).	Bell schedule. Review of yearly, unit, and daily lesson plans.	RSED Schools Team; RSED Achievement Team; School Leaders
Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedules.	RSED Achievement Team; RSED Schools Team; School Leaders

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

Subpriority A: English

Goals to Achieve Subpriority

All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.

Measurable Outcomes

CAASPP ELA:

	2016-17	2017-18	2018-19
All Students	44	46	47
EL	27	29	30
Special Ed	10	12	13
SED	41	43	44

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

described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.		
Subpriority B: Mathematics		
Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.	
Measurable Outcomes	CAASPP Math CAASPP Math: 2016-17: All Students 49; EL 34; Special Ed 33; SED 45 2017-18: All Students 51; EL 36; Special Ed 35; SED 47 2018-19: All Students 52; EL 37; Special Ed 36; SED 48	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Use CCSS to guide Mathematics instruction. Utilize a variety of instructional strategies as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data. CAASPP.	RSED Schools Team; RSED Achievement Team; School Leaders; Teachers
Subpriority C: Social Studies		
Goals to Achieve Subpriority		

	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive social studies content instruction during the Humanities block.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Social Studies will be incorporated into ELA/Literacy instruction. Nonfiction block will include social studies texts. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	Yearly, unit, and daily lesson plans.	RSED Achievement Team; School Leaders; teachers
Subpriority D: Science		
Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive science content instruction during the STEM and Humanities blocks.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block. NGSS-aligned science concepts will be incorporated into Mathematics instruction. NGSS-aligned science concepts will be	Yearly, unit, and daily lesson plans. NGSS-aligned unit assessments. Science assessments for 5th grade students (as applicable under CAASPP testing requirements)	RSED Achievement Team; School Leaders; teachers

explicitly taught throughout the school day. Teachers and school leaders will participate in NGSS trainings and workshops. Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.		
Subpriority E: Arts		
Goals to Achieve Subpriority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in enrichment classes.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive at least two enrichment courses during the week.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Offer at least two enrichment subjects to students. Enrichment teachers participate in professional development and school wide data analysis to ensure rigor and effectiveness. Incorporate visual and performing arts activities and projects into the school day.	Yearly, unit, and daily lesson plans. Bell schedule.	RSED Achievement Team; School Leaders; teachers
Subpriority F: P.E.		
Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.	

Measurable Outcomes	100% of students attending school, including all subgroups (with the exception of students excused for medical reasons) participates in an average of 200 minutes of PE every two weeks.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.	Bell schedule	RSED Schools Team; School Leaders

ELEMENT C: ASSESSMENT MEASURES

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

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

Formative assessments will be frequent and will include formal and informal performance based assessments in the context of classroom activities and daily learning. These assessments will help students and teachers to better understand students'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 one-on-oneleveled 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 strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the CCSS. Assessments will be used to inform instruction as well as to track and monitor student growth and learning. Rocketship has a comprehensive Response to Intervention program, further described in our At-PromiseRisk Students section in Element A, for students who fail to progress and/or achieve consistent with school expectations and goals.

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/CAASPP as applicable each spring. Additionally, the California Standards Test for science will be administered annually in the spring to students in grade five (or a new science assessment if the state chooses one). These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state ~~and federal~~ measurements~~, as they evolve and replace API and AYP.~~ The ~~California English Language Development Assessment (CELDT), or~~ ELPAC ~~when it is developed,~~ will be administered to English Learners annually.
- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed three times ~~regularly~~ throughout the year using the DIBELS~~STEP Literacy~~ assessment.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. ~~Some of these assessments will be teacher-developed based on Common Core State Standards, and others may be taken from a math program if we choose to purchase one. Students will be preassessed at the beginning of math units to identify students in need of extra challenge or support.~~ Ongoing assessment will take the form of teacher observations, assignments, and lesson exit tickets.~~performance-based assessments involving problem-solving.~~ At the end of each Eureka unit, student understanding and mastery will be measured through ~~a~~performance ~~tasks or~~ formal assessment. ~~assessments. Teachers will create these assessments or select them from curriculum resources.~~
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to assure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using interim~~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 complete a~~explore and develop tools, some of which will be aligned the RULER Approach and Kimochi's curriculum, to identify and support students'~~ social-emotional and behavioral screener three times a year to determine which students would benefit from additional supports, such as social skills groups, and to track social-emotional skills growth over the course of the year. ~~-~~

USE AND REPORTING OF DATA

Rocketship will utilize its data warehouse and reporting dashboards~~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 plan to have regular parent/teacher conference periods and progress reports each year.

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

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

ELEMENT D: LOCATION

~~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)

Location. RSA~~Alma~~ is located at 198 West~~W.~~ Alma Ave. in San Jose, California. The Charter School plans~~We plan~~ to remain located at this site through the term of this renewal. The facility was originally built for RSA's specific program and has been carefully maintained and updated throughout RSA's occupancy.

ELEMENT E: GOVERNANCE STRUCTURE

~~ELEMENT E: GOVERNANCE AND PARENTAL INVOLVEMENT~~

"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."

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

In accordance with Education Code section 47604, all Rocketship charter schools~~campuses~~ will be operated by ~~Rocketship Education (~~RSED~~,),~~ a California non-profit public benefit corporation with 501(c)(3) status. All staff will be employees of RSED. RSED will be governed by a Board of Directors ~~(("~~the "Board") pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. **(**RSED's Articles of Incorporation and Bylaws are attached as Appendix 19 and 20, respectively~~11~~.)

RSED will operate independently~~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(d), SCCBOE~~c), SCCOE~~ 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~~charter school~~ as long as SCCBOE~~SCCOE~~ has complied with all oversight responsibilities required by law.

RSA, operated by RSED, affirms that it shall comply with all applicable public transparency laws, including the Brown Act, CPRA, Section 1090, the PRA, and Education Code Section 47604.1.

GOVERNANCE STRUCTURE

~~GOVERNANCE STRUCTURE~~

~~BOARD OF DIRECTORS~~

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/guardians regarding issues of significance and to weigh the input and opinions carefully before taking action.

Rocketship's Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years and until a successor director has been appointed or elected as required by the position. ~~.~~ 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, are attached as~~please see~~ Appendix 21. ~~11.~~

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. Rocketship affirms that SCCBOE shall be entitled to a single representative on the Board, consistent with Education Code Section 47604(c).

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.

~~BOARD DUTIES~~

- Parents of current Rocketship students

BOARD DUTIES

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

- Adopting policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.
- Setting Rocketship's enrollment and grade-level configuration;
- Approval of annual school budget, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with the County;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Oversee material changes to the Charter School's~~school~~ charter;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance and approval of the LCAP;
- Evaluation of Rocketship Executive Director; ~~Principals;~~
- Monitoring Rocketship's performance and taking necessary action to ensure that the Charter School~~school~~ remains true to its mission and charter;
- Monitoring Rocketship's fiscal solvency;
- Participation in Rocketship's annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to Rocketship policy;
- Increasing public awareness of Rocketship.

RSED will update SCCOE on any changes to the RSED Board of Directors.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed on it by law. The Board may delegate to an employee of RSED any of those duties with the exception of those listed in the Bylaws. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. The Board may not delegate approval of the budget, approval of independent fiscal audit, approval of Board policies, hiring or termination of the CEO, ~~expulsion of students,~~ or any other duties prohibited by law. Where the Board has formally taken action to delegate

authority to staff, changes must:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

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

BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1(c),~~.~~ 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 staffed~~manned~~ by a Rocketship staff member, is available at all schoolsites. ~~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.

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. ~~.~~

RSED has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1~~87100~~, and applicable conflict restrictions required by the Corporations Code.

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

California Committee

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

~~ADVISORY BOARD~~

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

The primary responsibility of the California Committee~~Advisory Board~~ is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The California Committee~~Advisory Board~~ may provide advice and counsel

to Rocketship Education California's Executive~~Education's Regional~~ Director~~/Vice President~~; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement~~,~~ and operational plans~~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.~~

RSED STAFF

~~RSED STAFF~~

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 deep functional expertise in each of the areas that comprise the complexity of school management.

The current support that RSED staff provides includes the following:

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

The staff is overseen by a Senior Leadership Team ("~~(~~SLT")~~,~~~~,~~ which is a group of department leaders with deep and diverse functional expertise. For bios of our current SLT members, please see Appendix 22~~11~~.

FAMILY PARTICIPATION

Family participation has been important to Rocketship since the very beginning of the organization.

~~PARENT PARTICIPATION~~

We understand that a parent/family 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 Charter School~~school~~ and the community as they promote their children's education. ~~educations.~~ As described in Element A above, our teachers and school leaders conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

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

We also encourage, but do not require, our families to complete at least 2030 partnership hours each school year. Partnership activities vary widely and can include assisting in classrooms, translating documents, providing administrative assistance, participating in Launch in the morning, a Rocketship daily tradition to incite excitement for the day of learning ahead! Reading to their child at home, community and family meetings attending advocacy events, and assisting in classrooms or participating in anyspecial school meetings or events are also ways families are encouraged to get involved with their child's school. events.

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, RSAAlma holds meetings specifically designed to help parents understand the components of the LCAP and to discuss the best ways for the Charter Schoolschool to use LCFF funds to serve students in alignment with the state priorities. RSAAlma 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"), the composition of) which mirrors the requirements of Education, in accordance with Ed Code Section§ 52852 and, will be comprised of the following:

- The school Principal;
- School personnel, at least 50% of which are classroom teachers;
- FamiliesParents of students attending the Charter Schoolschool, or other community members selected by families.
- parents. The number of families/familyparents/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.

Pursuant to EducationEd Code Section§ 64001(j),, the SSC will be responsible for participating in the development of the Local Control and Accountabilitya Single School District Plan.

The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive for student outcomes that address state and local priorities. The LCAP governs how the Charter School will spend its state LCFF funding. The LCAPachievement ("the SSD Plan").

The SSD Plan is a blueprint to improve the academic performance of all students through the coordination of all educational services at the Charter School. Additionally, the LCAP Federal Addendum willschool. The SSD Plan must address how federal funds provided to the Charter Schoolschool will be used to improve the academic performance of all students.

In developing the LCAPSSD Plan, the SSC will conduct an analysis of root causes of student academic challenges and research-based instructional strategies that enhance student achievement. To set school goals, the SSC will carefully review Charter Schooldistrict priorities; qualitative and quantitative student achievement data; and other performance measures to evaluate the effectiveness of the instructional program. The SSC will provide review and update the LCAPSSD Plan annually. All updated LCAPSSD Plans must be presented at a public hearing and be approved by the Rocketship Education Board of Directors.

TheAdditionally, the SSC will participate in the development and approval of the school's Local Control and Accountability Plan (LCAP),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 families (~~parents (i..~~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 Family~~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 familyparent engagement.

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

ENGLISH LEARNER ADVISORY COMMITTEE

RSAUnder Ed Code § 52176(b), all schools with more than 20 students of limited English proficiency ("English learners," or "ELs") shall establish an English Learner Advisory Committee ("**ELAC**") of a school level advisory committee on which parents/guardians of ELsuch students constitute membership in at least the same percentage as their children represent of the total number of students in the Charter School. 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.

The Charter School shall comply with the provisions of Education Code Section 52176(b)Schools may designate, for the establishment and operation ofthis purpose, an ELAC.

The ELAC seeks to fulfill the following tasks:

- Review and comment on the RSA's EL Master Plan, including policies, guiding the consistent implementation of EL educational programs
- Assist withexisting school level advisory committee (i.e. SSC), or subcommittee of such an RSA-wide needs assessment.
- Review and comment on RSA's program, goals, and objectives for EL programs and services.
- Review RSA's plan to ensure compliance with applicable EL Authorization and Cross-cultural, Language and Academic Development ("CLAD") Certificate requirements applicable to RSA's teachers and instructional aides.
- Review and comment on RSA's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

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 Charter Schoolschool and possible under the law.

The In accordance with Ed Code §52176, the ELAC shall be responsible for advising the Principalprincipal 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 Charter Schoolschool in the development of:

- The Charter School'sschool's needs assessment.
- A site plan for English Learners
- 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

DETERMINING SUCCESS OF FAMILY INVOLVEMENT

Family~~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 family~~parent~~ involvement are:

- Enlisting family~~parent~~ leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving at least 75% 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 RSA~~Alma~~ Schools.
- Engaging each RSA~~Alma~~ family to complete at least 20~~30~~ volunteer hours at the school per year: As described above, RSA families~~Alma parents~~ will be encouraged to volunteer at the schools to help tighten the link between the families and the Charter School ~~school~~ as well as assist RSA~~Alma~~ teachers and staff with various school operations. Volunteer service, however, is not a requirement for admission or continued enrollment at any Rocketship school~~Charter School~~.

ELEMENT F: EMPLOYEE QUALIFICATIONS

~~ELEMENT F: EMPLOYEE QUALIFICATIONS~~

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

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

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

All Rocketship teachers will hold the CTC~~a Commission on Teacher Credentialing~~ certificate, permit, or other document ~~equivalent to that which a teacher in other public schools would be~~ required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. ~~to hold.~~
Rocketship will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring.

~~RSAAlma 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.~~

~~Alma~~ is a school~~School~~ of choice~~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 will include leading RSA~~Alma~~ in all aspects of its day to day operations and 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 Charter School.~~school.~~ The Principal sets the vision for the Charter School~~school~~ and ensures that the Charter School~~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
- Valid teaching credential

ASSISTANT PRINCIPAL

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

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

~~Responsibilities~~:

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

~~CLASSROOM~~ TEACHERS

RSA~~Alma~~ shall comply with Education Code Section 47605.6(l), which states:

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

All teachers will have or be working toward CLAD certification or a CTC~~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 certificate, permit or other document required for the teacher's certificated assignment~~credential~~;

- Demonstrate the potential to make significant gains for students.
- Background check, TB test and fingerprinting required

Teachers receive competitive, performance-based salaries to support retention and recognize them for their impact in our schools~~, 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 Alma 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 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
- 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 PD over the course of th3e school year to develop one's practice and skills
- Ability~~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

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 Paraprofessional will be responsible for providing~~The Rocketship Special Education Paraprofessional position is a full time position that reports to the Alma 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 lunch area. The Paraprofessional will work under the supervision of a certificated Education Specialist who will provide weekly oversight, training and direction.~~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
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- ~~Experience working with young children in a school setting~~
- Experience working with students with disabilities ~~(~~desired~~)~~

OCCUPATIONAL THERAPIST

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

- ~~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

OFFICE MANAGER

The Office Manager will be responsible for daily operations at Alma. The Office Manager will report to the Principal.

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 toRecording 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 organization as a member~~schedules~~ of the ISE Network Support Team~~Principal~~

- Maintain a compliant practice
- Perform other duties as assigned or requested by the program administrator
  - ~~Serving as first point of contact for Parents contacting Alma.~~

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
  - ~~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 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~~front office preferable~~
- 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 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 regard 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~~Proficient with Microsoft~~ Office Manager will be responsible for daily operations at RSA. The Office Manager will report to the Principal.

Qualifications:

- Spanish/English bilingual fluency required, with excellent written and oral communication skills
- Knowledge and cultural competence of the local student and parent community
- Highly developed interpersonal skills using tact, patience, and courtesy
- Effectively prioritize and juggle multiple concurrent projects
- Comfort in a start-up environment and ability to work independently with minimal direction
- Ability to use a variety of software programs and quickly learn new ones
- Managerial skills preferred

- BUSINESS OPERATIONS

MANAGER

The primary purpose of the Business Operations Manager ~~(BOM)~~ role is to ensure the Charter School~~school~~ is safe, compliant, efficient, and financially sound. The BOM provides direct services to the Charter School~~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/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 5~~2~~ years of relevant experience, with school-based experience strongly preferred. Many of our most successful BOMs have previously been teachers and/or School Leaders in other roles.
- ~~Managerial experience~~ is strongly preferred. Leadership ~~but not required~~
- ~~Strong PC-based computer skills, and ability to quickly adapt to new computer programs~~ and/or coaching roles among other adults can potentially substitute for this. ~~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 to changing school needs~~in a fast-paced environment~~, independently prioritizing and following through on completion of tasks and responsibilities. Demonstrated ability to be detail-oriented, organized, and resourceful.
- Team-player attitude and strong customer-service orientation. Skill at communicating respectfully and empathetically with students' families. Spanish language proficiency is preferred in many of our communities, but not required.
- Skilled~~Skill~~ at building strong and trusting 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.
- Strong PC-based computer skills, including the ability to use spreadsheets and the Google Suite, and ability to quickly become proficient in new software programs.
- ~~Ability to treat sensitive issues with respect and empathy and maintain strict confidentiality where required~~
- ~~Passion for Rocketship's mission, and the belief matched with a strong work ethic~~
- ~~Belief~~ that all students can achieve high levels of 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 athletics~~physical education~~, art, and various other enrichment activities. The Enrichment Center Coordinator plays a critical role in strengthening school culture. The Enrichment Center Coordinator~~He or she~~ oversees the effectiveness of the Enrichment Center and interacts with all students on a daily basis.

Responsibilities

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

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

Qualifications

- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Belief in the value of enrichment, art, gardening, and physical education for all children
- Previous experience or training building teams with youth
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Background check, TB test and fingerprinting required

OPERATIONS TEAM MEMBER

~~As described above, Alma takes full and complete responsibility for its use of noncredentialed employees to provide services throughout the school day. Alma will not count instruction by any individual other than a credentialed teacher toward its instructional minutes.~~

~~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***~~

- ~~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

CALIFORNIA REGIONAL LEADERSHIP TEAM

All of Rocketship's charter schools in California, including RSA, are overseen by a regional leadership team.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

~~ELEMENT G: HEALTH AND SAFETY PROCEDURES~~

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

(i) That~~requirement that~~ each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.~~."~~
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."

~~California~~ Education Code Section 47605.6(b)(5)(G)

Rocketship maintains and regularly reviews and updates Board-approved policies and procedures designed to ensure the health and safety of its students and staff members including policies incorporated into the following handbooks and plans:

- Rocketship Education Employee Handbook (See Appendix 23)
- Rocketship Education School Safety Plan (See Appendix 24)
- Rocketship Public Schools Student/Parent Handbook (See Appendix 25)

To ensure ongoing compliance with relevant federal and state laws and regulations, the above-referenced handbooks and plans are reviewed, updated, and presented to the Board each year for approval. The policy versions attached as appendices here are presented as examples of the policies and procedures that demonstrate a reasonably comprehensive description for Element F regarding Health and Safety.

PERSONNEL

In accordance with *Education Code 47605.6(b)(5)(G)(i)*, employees and contractors of the Charter School will be 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 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 law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall monitor compliance with this policy on a regular basis. 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. (**See also Employee Handbook, p.10., Appendix 23)**

Rocketship also has a number of other personnel policies and procedures in place designed to ensure health and safety of both staff members and students, all contained in its Employee Handbook. Examples include, but are not limited to:

- Additional conditions for employment, including reference checks and tuberculosis screening, **pp. 9-10**
- Prohibitions on harassment, discrimination, and retaliation, **p. 14**
- Prohibitions on sexual harassment, **pp. 17-20**
- Lactation accommodation, **p. 37**
- Campus access and security protocols, **p. 39**
- Accident and incident reporting, **p.40**

- OSHA compliance, **p. 44**
- Workplace violence, **p. 45**
- First aid and CPR requirements, **p.44**
- Mandated reporter obligations, **p.87**

SCHOOL SAFETY PLAN

In accordance with *Education Code 47605.6(b)(5)(G)(ii)*, the Charter School has a school safety plan **("SSP")** that contains the safety topics listed in subparagraphs (A) to (K), inclusive of paragraph (2) of subdivision (a) of Section 32282, as further detailed below.

- *Section 32283(a)(2)(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.* **See SSP, pp. 74-79.** Please note that the policy included in the SSP is also contained in the Employee Handbook in Appendix 23. The Employee Handbook is approved by the Board during a meeting that falls subsequent to the SSP. To the extent that any of the policies contained in the Employee Handbook differ from those contained in the SSP, the latter version governs Rocketship's operations and the SSP will be updated accordingly the following year.
- *Section 32283(a)(2)(B) Disaster procedures, routine* **(see SSP, p. 14)** *and emergency* **(see SSP, pp. 8-14; 15-49),** *including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.)* **(see SSP, p. 15)**. *The disaster procedures shall also include, but not be limited to, both of the following:*
  - *(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom.* **See SSP, pp. 18-20; 38**
  - *(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.* **See SSP, p.14**
- *Section 32283(a)(2)(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.* **See SSP, pp. 84-102.**
- *Section 32283(a)(2)(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.* **See SSP, p.99**
- *Section 32283(a)(2)(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.* **See SSP, pp. 80-84**.
- *Section 32283(a)(2)(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code.* **See SSP, p.79**
- *Section 32283(a)(2)(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.* **See SSP, p.7**
- *Section 32283(a)(2)(H) A safe and orderly environment conducive to learning at the school.* **See SSP, p.5**
- *Section 32283(a)(2)(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.* **See SSP, p.66.**
- *Section 32283(a)(2)(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The*

procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community. **See SSP, pp. 22-25**

- *Section 32283(a)(2)(K) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.* **See SSP, p.24**

In accordance with *Education Code 47605.6(b)(5)(G)(iii)*, the SSP shall be reviewed and updated by March 1 of every year by the Charter School.

OTHER HEALTH AND SAFETY POLICY SUMMARIES

The assurances below are included as further examples of Rocketship's commitment to student and staff health and safety and ensuring compliance with all statutory requirements pertaining thereto.

~~Please see Appendix 12 for a detailed description of sample Alma health and safety policies on Fingerprinting and Background Checks; Tuberculin Examinations; Safe Facilities; Emergency Plans; Immunizations/Physical Exams; Communicable, Contagious, or Infectious Disease Prevention; Administration of Medications; Drug-Free Workplace; Smoke-Free Environment; First Aid CPR, and Health Screening (vision/hearing/scoliosis); and Exposure Control Plan for Blood Borne Pathogens; policies on Sexual Harassment and Complaint Procedures; and policies on the role of staff as Mandated Child Abuse Reporters. Rocketship may revise and create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state and federal laws and regulations. The following provides a brief summary of relevant current Rocketship health and safety policies and procedures.~~

~~FINGERPRINTING/BACKGROUND CHECK~~

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

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

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

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

RSED will comply with Education Code 44830.1 with regards to hiring employees who have been convicted of a violent or serious felony.

Rocketship will also comply with all state requirements regarding background checks on volunteers.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

~~All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the procedures described in Rocketship's Mandated Reporter Policy, including new training requirements recently enacted pursuant to CA Ed Code 44691. 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.~~

~~TB TESTING~~

~~Rocketship will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.~~

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

In accordance with Education Code Section 49414, the Charter School~~California law, Alma~~ 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 Charter School~~school~~ does not have a nurse, a volunteer trained in accordance with applicable law~~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 Charter School~~Alma~~ will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location. Per AB 1651 (2023), the Charter School shall include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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.

DIABETES
The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

SUICIDE PREVENTION POLICY
The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code

Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

MENSTRUAL PRODUCTS

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

ALL GENDER RESTROOMS

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

SCHOOL MEALS

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

RECESS

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

WORKPLACE VIOLENCE PREVENTION PLAN

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

BLOODBORNE~~EMERGENCY PREPAREDNESS~~

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

~~safety, injury and illness prevention.~~

~~BLOOD-BORNE~~ PATHOGENS

Rocketship shall meet state and federal standards for dealing with bloodbornebloodblood-borne pathogens and other potentially infectious materials in the workplace. The Board has established a written "BloodborneBloodblood-borne Pathogens" policy designed to protect employees from possible infection due to contact with bloodbornebloodblood- 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 will maintain accessible records documenting all such compliances. RSAAlma has received a Certificate of Occupancy prior to the start of school.

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

BULLYING PREVENTION

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

GUN SAFETY NOTICE

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

ELEMENT H: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

~~times. Rocketship shall conduct fire drills as required under Education Code Section 32001.~~

~~COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES~~

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

~~ELEMENT H: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE~~

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic ~~balance among its~~ pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education~~school district~~ to which the charter petition is submitted. – ~~California~~ Education Code Section 47605.6(b)(5)(H)

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

Specifically, the means by which Rocketship~~Alma~~ will strive to achieve these balances are described below. This list~~implement a strategy that includes, but~~ is not meant to be exhaustive. Any such strategies will comport with all applicable federal and state laws and Rocketship policies prohibiting discrimination in admission.

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

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

ELEMENT I: FINANCIAL AUDIT

~~ELEMENT I: FINANCIAL AUDIT~~

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

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

The annual audit will be completed and forwarded to ~~SCCOE,~~ the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Audit Committee~~audit committee~~ will review any audit exceptions or deficiencies and report to the Business Committee of the Board with recommendations on how to resolve them. The RSED Business Committee will then approve the audit. As soon as reasonably practicable, the~~By March 15th, The~~ Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Executive Director~~Principal~~ of Rocketship Education - California~~Alma~~ will work with the Authorizer to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the Authorizer. 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.

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The auditor will verify the accuracy of the Charter School's financial statements attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review the Charter School's internal controls. The audit will include a review of ADA as reported by the Charter School. Moreover, the audits will address whether the Charter School's money is being handled responsibly (in accordance with generally accepted accounting principles such as GAAP, LAO, GAGAS, and GAO) and that its financial statements conform to generally accepted accounting principles.

In the case that the Charter School either does not pay for or have an independent audit completed within one month of the applicable timelines, the SCCOE, may, at its option, pay for an audit to be completed and invoice the Charter School for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the Charter School.

Further, the SCCBOE shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the SCCOE if the audit reveals no financial or enrollment discrepancies resulting in under- or over-reporting of greater than five percent (5%) total; in all other cases, the Charter School shall bear the cost of the audit.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

~~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….

~~. California~~ Education Code Section 47605.6(b)(5)(J)

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

~~GROUNDS FOR SUSPENSION AND EXPULSION~~

~~A student may be 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.~~

~~In California, in accordance with EC §48900, 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 firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.~~
- ~~(3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.~~
- ~~(4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.~~
- ~~(5) Committed or attempted to commit robbery or extortion.~~
- ~~(6) Caused or attempted to cause damage to school property or private property.~~
- ~~(7) Stole or attempted to steal school property or private property.~~
- ~~(8) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.~~
- ~~(9) Committed an obscene act or engaged in habitual profanity or vulgarity.~~
- ~~(10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.~~
- ~~(11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Under Education Code § 48900(k), 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.

(13) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(14) Committed or attempted to commit a sexual assault as defined in Penal Code §§ 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code §243.4.

(15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

(16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(17) Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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

(19) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $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, or the personal property of the person threatened or his or her immediate family.

(20) 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. Under EC § 48900.2, this does not apply to students in grades K-3.

(21) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. Under EC § 48900.3, this does not apply to students in grades K-3.

(22) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting

classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. Under EC § 48900.4, this does not apply to students in grades K-3.

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

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

SUSPENSION AND EXPULSION 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 in 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.

Absent an emergency situation, the conference must occur 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. 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.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed above.

Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an 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 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 hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. 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 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.

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

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and shall be made within three school days following the conclusion of the hearing.
If the expulsion hearing panel decides not to recommend expulsion, the student shall be returned to his/her educational program or become subject to discipline or suspension in accordance with this policy.

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 days of receipt of the appeal.

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

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

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

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

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

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.
If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45 day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances. Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. Alma's Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a) carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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

Procedures for Students Not Yet Eligible for Special Education Services. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Rocketship's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

~~For more details, please see Section O of~~ Rocketship's Suspension and Expulsion Policy is maintained in RSA's Board-approved Student/Parent Handbook which, as discussed above in Element F, is ~~,~~ attached and fully incorporated by reference as ~~as~~ Appendix 25.

~~13.~~ Rocketship's Suspension and Expulsion Policy is compliant with the federal and state constitutional procedural and substantive due process requirements listed in Education Code Section 47605.6(b)(5)(J), as further detailed below.

(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 the pupil's side of the story. **See Student/Parent Handbook, p. 50**

(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. **See Student/Parent Handbook, p. 52**

(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. **See Student/Parent Handbook, pp. 52-56**

(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 school days 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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). **See Student/Parent Handbook, p. 59.**

Rocketship also maintains an Attendance and Truancy Policy in the Student/Parent Handbook that is attached as Appendix 25. The Attendance and Truancy Policy contains additional requirements pertaining to involuntary removals, which can be found on pp. 14-15 of the Student/Parent Handbook.

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. **See Student/Parent Handbook, p. 59.**

The full Suspension and Expulsion Policy is found on **pages 44-59** of the 2024-25 Student/Parent Handbook in Appendix 25. In addition to the above requirements, the Suspension and Expulsion Policy also contains:

- Procedures for in-school suspensions **(pp. 44-45)**

- Homework assignments during suspension, in accordance with Education Code Section 47606.2 **(pp. 51-52)**
- Grounds for suspensions and expulsions **(pp. 45-50)**
- Full suspension procedures and student rights during suspension **(pp. 50-52)**
- Full expulsion procedures **(pp. 52-56)**
- Special procedures for expulsion hearings involving sexual assault or battery offenses **(pp. 53-54)**

Special ~~shall serve as Alma's policy and~~ procedures for suspension or expulsion of students with disabilities **(pp. 56-58)**~~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. Alma staff shall enforce disciplinary rules and procedures fairly and consistently among all students.~~

- Procedures for students not yet eligible for special education services (**p.58)**
- Disciplinary records **(p.58)**

ELEMENT K: STAFF RETIREMENT SYSTEMS

~~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 Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from RSED. Full~~ At the~~ time, eligible, certificated employees shall~~ of this submission, RSED participates in CALSTRS. RSED reserves the right to elect not to~~ participate in the State Teachers' Retirement System ("STRS"), and all~~CALSTRS during the term of this charter. RSED will notify the Authorizer prior to the start of any school year that it decides not participate in CALSTRS. All~~ part-time employees and full-time non-certificated employees will participate in the federal social security system. The Charter School shall inform all applicants for positions within that Charter School of the retirement system options for employees of the Charter School. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board~~board of directors~~ and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been. ~~made.~~

Rocketship employees also have the option of participating in the Charter School's medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options.

For more details on benefits offered to Rocketship employees, please see the Employee Handbook, attached as Appendix 23.

ELEMENT L: DISPUTE RESOLUTION PROCESS

~~ELEMENT L: DISPUTE RESOLUTION PROCESS~~

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

~~California~~ Education Code Section 47605.6(b)(5)(L)

Disputes Between the SCCOE and the Charter School

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SCCOE and the Charter School.

If either the Charter School or SCCOE determines that a violation of the Charter or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

1. Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this ~~intent of our~~ dispute resolution process and the SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.
2. In the event that the SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.
3. If the violation or issue in question does not constitute a severe and imminent threat and the SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School Regional Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held ~~to (1) resolve disputes~~ within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Regional Director or Regional Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to step 4 or take any other action they deem appropriate in response to the dispute.
4. If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any

alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

The Charter School Board will adopt ~~the Charter School pursuant to the Charter School's~~ policies and processes for airing and resolving ~~, (2) minimize the oversight burden on the authorizer, and (3) ensure a fair and timely resolution to~~ disputes, other than those between the SCCOE and the Charter School which are covered above. Parents, students, Board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and internal disputes process. ~~.~~

The SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter or law, or to the operation of the Charter School or the SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. The SCCOE may choose to submit disputes it receives that are related to possible violations of the Charter or the law or to the operation of the Charter School or the SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. Should the SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter or law or to the operation of the Charter School or the SCCOE's oversight obligations.

Notice of Violation and Opportunity to Remedy

For any material violation of the conditions, standards, or procedures set forth in the Charter or the terms of the Agreement, SCCOE shall provide notice of violation, opportunity to remedy, and revoke the Charter as set forth in Education Code §47607 and its implementing Regulations.

Internal Disputes

~~The following process is proposed by Alma to meet the requirements of Education Code Section 47605.6(b)(5)(L) with the understanding that Alma may present revisions for Authorizer consideration and approval either as part of the MOU or as a revision to this charter.~~

~~The staff and governing board members of RSED and 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.~~

All internal Rocketship disputes will be handled internally and will be governed by RSED'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 Charter 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.

ELEMENT M: ADMISSION POLICIES AND PROCEDURES

"Admission policy and procedures, consistent with subdivision (e)."

- Education Code Section 47605.6~~In the event of a dispute between Alma 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 Alma 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, Alma 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 Alma 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: ADMISSIONS REQUIREMENTS~~

~~*"Admission requirements, if applicable."*~~
~~*- California Education Code Section 4760.65*~~*(b)(5)(M)*

RSA~~Alma~~ 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.

RSA~~Alma~~ 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 RSA. RSA~~Alma. Alma~~ 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.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv),~~The school shall be nonsectarian in its programs,~~ admission preferences~~policies, employment practices, and all operations,~~ shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for ~~charge tuition, and shall not discriminate against~~ any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the ~~student on the basis of the~~ characteristics described~~listed~~ in Education Code Section 47605.6(e)(2)(B)(iii), including 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. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School 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 the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School's recruitment and enrollment processes shall be as described herein. The Charter School shall maintain on its website instructions for applying and information on the public random drawing and enrollment processes, including all pertinent dates and deadlines, and hardcopies of all such instructions and information shall be provided upon request. Any procedures used to verify student residency must comply with state and federal law, and must not discriminate against students or prospective students based on~~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 any other characteristic protected by law, or association with persons with~~an individual who has~~ any of these~~the aforementioned~~ characteristics. ~~).~~

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information 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. RSA~~Following the open application period each year, applications shall be counted. Alma~~ shall admit all students who wish to attend the Charter School subject only to capacity. In the event that this occurs, RSA~~Alma~~ will hold a public random drawing, further described below, to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

In order for students to be included in the public random drawing for admission to the Charter School (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, and whether a sibling attends the Charter School in order to establish whether the student is entitled to admission preference. The admission application submitted prior to any public random drawing and before a student is offered a space at the Charter School shall specifically be limited only to the above-listed general information and in no event shall any application/registration/enrollment materials that are requested or required prior to the student being offered a place at the Charter School include any information concerning any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEA or Section 504.

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~~;, e.g. birth certificate.~~
- Release of records[18]

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

[18] In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School 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.

LOTTERY POLICIES AND PROCEDURES

As described above, RSA~~Alma~~ will implement a public random drawing in the event that applications for enrollment exceed capacity. In accordance with Education Code Section 47605.6(e)(2)(B), enrollment~~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 attending RSA~~enrolled Alma students~~
2. Children of employees of RSA~~Alma~~ (not to exceed 10% of total enrollment)
1. Students who qualify for free or reduced price meals
3. Residents of Santa Clara County
4. Other California residents

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

Each year, open enrollment occurs from the first Friday in November through the first Friday of March. The lottery is held on the Thursday of the second week in March. After that Thursday, the application opens again.

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. Enrollment preferences are handled sequentially. All lotteries shall take place on the same day. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

~~Alma will likely conduct the lottery in the late winter or early spring for enrollment in fall of that year.~~ At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to RSSP~~Rocketship~~ after the open application period and their applications will be held~~placed on the wait list on a first come first served basis if all seats are full~~ in abeyance for a subsequent lottery, as needed.

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

Parents will be notified on application and enrollment forms and annually in the handbook that volunteerism is not required for acceptance to or continued enrollment at the Charter School.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

~~ELEMENT N: 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)(N)*

No student may be required to attend RSA. ~~Alma.~~ Students who reside within ~~the San Jose Unified School District,~~ Santa Clara County~~, and~~ who choose~~opt~~ not to attend the Charter School ~~Alma,~~ may attend other district schools within the~~Santa Clara~~ County ~~according to county office of education policy~~ or pursue an intra- or inter-~~at another school~~ district transfer in accordance with existing~~or school within Santa Clara~~ County ~~through the county office of education's~~ enrollment and transfer policies.

Parents and guardians of each student enrolled in RSA~~Alma~~ 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 O: EMPLOYEE RETURN RIGHTS

~~ELEMENT O: DESCRIPTION OF EMPLOYEE RIGHTS~~

Governing Law: The~~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~~Charter School~~, and of any rights of return to the county office of education after leaving the employ of the charter school~~theCharter School~~.-- Education Code Section 47605.6(b)(5)(O)

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

~~All employees of Alma will be considered the exclusive employees of Rocketship Education and not of the county office of education, unless otherwise mutually agreed in writing.~~ Sick and~~or~~ vacation leave , and/or years of service credit, from ~~at~~ the county office of education shall~~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 Alma.~~

The Charter School acknowledges that employees are not required to engage in collective bargaining but they have that right if they choose to do so. The Charter School further acknowledges that only the County has the authority to determine whether a collective bargaining agreement is controlling. Charter School staff shall not continue to earn service credit in a school district or the County while employed at the Charter School.

Further, in the case of closure of RSA, RSA employees shall have no rights of employment/transfer to any other Rocketship school or entity, the County, any school district, or any other employer.

For more details on employee rights at Rocketship, please see the Employee Handbook, attached as Appendix 23.

ELEMENT P: CLOSURE PROCEDURES

~~ELEMENT P: CLOSURE OF THE SCHOOL~~

Governing Law: The~~A description of 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 Charter School shall comply with the applicable elements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth herein shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the Charter School for any reason will be referred to as the "Closure Action."

Charter School~~The following procedures shall apply in the event Alma closes. The following procedures apply regardless of the reason for closure.~~

~~Closure of Alma 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(s) ~~or persons~~ responsible for closure-related activities and each notice required below shall include information on the responsible person and entity.

~~The RSED Board will promptly notify parents and students of Alma, the Santa Clara County Office of Education, Alma's SELPA, the retirement systems in which Alma'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.~~

A. The Charter School Board shall provide written ~~will ensure that the~~ notification to the SCCOE ~~parents and students~~ of the determination of the Closure Action and of the effective date~~Alma~~ of the closure, and the contact ~~provides~~ information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.

B. Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days.

C. Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.

D. On closure, Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

This notice to the ~~assist~~ parents and students ~~in locating suitable alternative programs. This notice~~ will

be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements. ~~promptly following the Board's decision to close Alma.~~

Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will~~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, Alma shall transfer all appropriate student records to the county office of education and shall otherwise assist students in transferring to their next school. If the county office of education will not store student records, Alma will discuss an alternative arrangement with the county office of education 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. Section~~§~~ 1232g.

As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. Charter School will ask the SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, Charter School will ask the SCCOE to determine a suitable alternative location for storage. 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, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, Charter School~~RSED~~ shall prepare final financial records. The Charter School's independent audit completed by ~~RSED shall also have a State Controller-approved firm complete~~ an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than~~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 Alma~~ and provide the audit report~~shall be provided~~ to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate ~~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 all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of Charter School and not the SCCOE. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. By October 1, 2017, Charter School shall create a "Closure Review Policy," which shall be approved by SCCOE. ~~any restricted funds received by or due to Alma.~~

E. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.

F. In addition to the final audit, Charter School shall also submit any required year- end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.

G. If Rocketship Education does not operate any other charter school other than the Charter School, the corporation will be dissolved according to its Bylaws.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School ~~RSED will complete and file any annual reports required pursuant to Education Code section 47604.33.~~

~~On closure of Alma, all net assets of Alma,~~ including but not limited to all leaseholds, ~~tangible and intangible~~ personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School - which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Rocketship school within Santa Clara County or if there are no other Rocketship schools in Santa Clara County to a California public school or school district, which identity shall to be determined by mutual agreement between Rocketship Education and SCCOE. Any assets acquired from the SCCOE or SCCOE~~, remain the sole~~ property will be promptly returned to the SCCOE~~of Rocketship and~~ upon the Charter School's closure. The distribution shall include ~~dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any assets acquired from a school district or any district or County property will be promptly returned upon Alma closure. 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. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be by the Board according to the corporations' governing documents, and such assets may be distributed to the SCCOE, Rocketship Education, or another California public charter school, school district, or county office of education, as the Board may elect, subject to applicable legal requirements. Any

remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol and the Closure Protocol set forth in the Charter shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation. The Charter School and the SCCOE agree that, due to the nature of the property and activities that are the subject of this provision, the SCCOE and public shall suffer irreparable harm should the Charter School breach any obligation under its Closure Protocol. The SCCOE, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SCCOE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Charter School~~On closure, Alma shall remain responsible for satisfaction of all liabilities arising from the operation of Alma. Alma~~ will utilize the reserve fund~~funds~~ to undertake any expenses associated with the closure procedures identified above.

As RSA 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

~~BUSINESS OPERATIONS~~

Governing Law: The petitioner or petitioners also 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)

BUDGETS AND CASH FLOW

~~BUDGETS AND CASH FLOW~~

Attached, as Appendix 3, are~~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 San Jose Unified School District will owe in-lieu property tax payments to the Charter School pursuant to Education Code Section 47635, which provides, in relevant part:

> (b) (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) (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) (A) Six percent in August.
> (B) (B) Twelve percent in September.
> (C) (C) Eight percent each month in October, November, December, January, and February.
> (2) (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 Charter School's~~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) (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 Charter School's~~school's~~ estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).

(4) (4) Notwithstanding subdivision (a) of Section 14002, final~~Final~~ adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in June~~February~~, in conjunction with the third recertification~~final reconciliation~~ of annual apportionments to schools.

(5) (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 school 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 San Jose Unified School District as required by Education Code Sections 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the San Jose Unified School 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

~~FINANCIAL REPORTING~~

Rocketship shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the Authorizer:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.

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

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card ("SARC"), and the LCAP.
The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

~~INSURANCE~~

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

~~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~~E~~ for the role of Rocketship Education as the primary ~~predominate~~ provider of administrative services. The Charter School does~~We do~~ not anticipate purchasing any services from the County, but reserves the opportunity to include a review~~we will fairly evaluate any offer~~ of County services and pricing as the Charter School deems appropriate. ~~from the County against any other offers for similar services from third-party providers.~~
~~Administrative services which we have experienced to be required for Rocketship include but are not~~

limited to the following:

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting
- Creation of the student management system used to keep student's daily, periodic, and annual academic results
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

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

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

FACILITIES

~~FACILITIES~~

Governing Law: The governing board shall require that the petitioner or petitioners provide information regarding…the facilities to be used by the school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. –utilized by the school. California Education Code Section 47605.6(h).

Location. RSA~~Alma~~ is located at 198 W. Alma Ave. in San Jose, California. The Charter School plans ~~We plan~~ to remain located at this site through the term of this renewal. The

~~Projected Cost, Type, and Financing Plan.~~ ~~Rocketship conducts a rigorous facilities acquisition process to open its campuses. Historically, this process has resulted in working with Launchpad Development Company (Launchpad) to acquire the land and build Rocketship's schools.~~

~~Each of the facilities housing Rocketship's California schools was completed on-time and on-budget, resulted in an average~~ facility was originally built~~cost of ~18% of revenues~~ for RSA's specific program and ~~the school network for 2014/15 (Bay Area Region), prior to any lease-aid reimbursements available under California Proposition 39.~~

~~Rocketship budgets Facility Expenses based on lease payments determined by its real estate development partner based on the cost of each project. The Facility Expense is finalized and agreed to by both parties prior to project financing, and memorialized by an industry-standard lease document. The Facility Expense is comprised of normal and customary components of market rents including; project costs, property management fees, taxes, insurance, and reserves for replacement of capital items. This methodology results in market based rents for Rocketship.~~

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

IMPACT ON THE COUNTY

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

~~Launchpad successfully financed four of the ten permanent Rocketship campuses in the Bay Area with New Market Tax Credits, five projects by issuing long term tax exempt bonds, and one project through~~

short term private financing that was ultimately refinanced with bonds. 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. Alma is financed through tax exempt bonds.

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 DISTRICT~~

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education.~~school district~~ -- Education Code Section 47605.6(h).

RSA~~Alma~~ 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 23701(d). ~~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(d~~c~~), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Rocketship Education Articles of Incorporation and Bylaws are attached as Appendix 19 and Appendix 20, respectively. ~~11.~~ Rocketship Education shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Authorizer shall not be liable for the operation of RSA~~Alma~~.

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

~~Alma.~~ 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

~~CONCLUSION~~

By approving the renewal of this charter, the Santa Clara County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with the Authorizer to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the Authorizer to answer any concerns over this document and to present the District~~County~~ with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2025. ~~2018.~~ In order to comply with rigorous Authorizer charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. With~~These appendices, with~~ the exception of Appendices 3, 18, 23, 24, and 25, these appendices~~the Budget included as Appendix 1,~~ are not intended to be incorporated by reference into the petition, but are provided to ensure that the Authorizer has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

Pursuant to Education Code section 47605.6(b), "[a] county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605." SCCBOE has already approved the countywide benefit justification.

~~Should this petition be granted for approval, Rocketship will provide written notice to the California Department of Education and the State Board of Education.~~

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