ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Mateo Sheedy Elementary

Petition for the Renewal of a Charter School

Submitted to the Santa Clara County Office of Education

September 23, 2019

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ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Mateo Sheedy

Summary of Major Changes in Renewal Petition

Submitted to the Santa Clara County Office of Education
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INTRODUCTION

On April 15, 2015, the Santa Clara County Board of Education renewed the charter for Rocketship Mateo Sheedy Elementary for a five year term ending in July 2020.

Over the past five years, as a response to outstanding student achievement in our schools and increasingly high demand from families in our communities, the Rocketship network has continued to grow. Today, Rocketship Public Schools ("Rocketship") is a national network of charter schools that includes thirteen campuses in the Bay Area; two campuses in Nashville, TN; two campuses in Milwaukee, WI; and two campuses in our Washington, D.C.

Rocketship has been, and continues to be, committed to finding ways to maximize student achievement and capitalize on efficiencies across our network as we pursue our vision of rethinking elementary school from the ground up. Naturally, some components of our educational, operational, and financial programming have undergone revisions since RMS' charter was renewed in 2015. We have made adjustments to our model in response to changes in legal landscapes, advances in technology, shifts in statewide and national educational standards, and the growth of our network in the Bay Area and across the country.

The following memo outlines the major changes in our renewal petition as compared to the renewal petition that was submitted in 2015.

SUMMARY OF CHANGES IN LAW

Pursuant to 5 C.C.R. 119665, this memo also highlights how Rocketship has met all new charter school requirements that have been enacted into law since RMS's charter was last renewed in 2015. Such changes include (but are not limited to) the following:

- **Legal standard for renewal:** We demonstrate our compliance with the legal standard for renewal set forth in Education Code 47607(b)(4) through data that demonstrates how "the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school." At the time of our previous renewal in 2015, we satisfied the legal criteria in EC 47607(b)(1-3) through our API data, including our decile rankings as well as comparisons to demographically comparable schools. This change in data is due to the suspension of API during the term of this renewal charter.
- **Admissions:**
    - Pursuant to AB 1360, our petition includes revisions to admissions process and preferences, including: assurances that the Charter School will not mandate parent volunteer hours.
    - Pursuant to SB 75, our petition now includes the new requirements under EC 47605(d)(4) to more explicitly prohibit a charter school from discouraging enrollment or encouraging disenrollment of any pupil for any reason, and specifically for reasons based on academic performance, the pupil's nationality, race, ethnicity, or sexual orientation, or because the pupil is disabled, academically low-achieving, an English learner, neglected or delinquent, homeless, economically

disadvantaged, or a foster youth. Pursuant to EC (d)(4)(B, our petition also reflects the requirement that a charter school is prohibited from requesting a pupil's record or requiring a parent to provide a pupil's records prior to enrollment in the charter school.

- **Suspension and expulsion procedures:** Pursuant to AB 1360, our petition now provides further description of how the Charter School will comply with all federal and state due process requirements. Additionally, pursuant to AB1747, our suspension and expulsion policy now includes the provision for mandatory suspension/recommendation for expulsion as set forth in EC 48915.
- **Annual goals:** Pursuant to EC47605(b)(5)(A)(ii), our petition now contains a reasonably comprehensively description of annual goals for all pupils and for each subgroup of pupils in each of the state priority areas specified in Education Code section 52060 subdivision (d)(2)-(8) for each grade level served by the charter school, instead of only requiring charter schools to address priorities "that apply for… the nature of the program operated by the charter school."
- **School Safety Plan:** Our petition now includes our School Safety Plan, included as part of our Health and Safety appendix, pursuant to AB 1747 and EC 47605(b)(5)(f).
- Pursuant to AB 2291, our petition now includes a description of how we will comply with the bullying prevention and training requirements of EC 234.4 and EC 32283.5.
- B**rown Act:**B Our petition now includes a description of how our Board of Directors will comply with EC 47604.1 regarding meeting locations. Our petition has also been updated to clarify that all of our Board subcommittees will also comply with the Brown Act.
- **Free and reduced priced meals:** Our petition has been updated to provide assurances that we will provide all students who meet the federal eligibility criteria for Free and Reduced Price meals with at least one nutritionally adequate meal per day as defined in EC 49553.

FORMATTING/STRUCTURAL CHANGES

The most immediately obvious change in our renewal petition is the structure and format. In an effort to more closely track California Education Code 47605(b), we have organized our petition into fifteen different sections, titled Elements A-O, which are presented in the order in which they appear in the Code. We also note that at the time of our 2015 renewal submission, the Ed Code contained sixteen, rather than fifteen, required descriptive elements. One of these elements - an assurance that the Charter School will be deemed the exclusive public employer of the Charter School employees - has been moved from a descriptive element under 47605(b)(5) to a standalone reason for denial under 47605(b)(6). This sixth reason for denial now appears in our Affirmations and Assurances section of the petition as Assurance #2.

INTRODUCTION

The introduction to the 2015 renewal petition included a brief history of Rocketship, some highlights of our educational model, bios of our founding team and board members, and achievement data from all existing Rocketship schools and surrounding district and State schools. We note that in 2017, we filed a "doing business as" registration and our network is now Rocketship Education, doing business as Rocketship Public Schools.

The introduction to our 2020 renewal petition leads with the current legal criteria for charter renewals in California and a presentation of RMS's student achievement and growth data that demonstrates how we meet these criteria. Our 2020 renewal petition still includes a brief history

of Rocketship, updated to describe the expansion that has occurred since 2015. We have moved all descriptions of our educational model into Element A, further described below, in an effort to make the petition more readable and aligned to the structure of EC 47605(b). The description of Rocketship's current board members and leadership team now appear in our section on governance (Element D). Our Introduction now focuses on the Charter School, rather than the Rocketship network, to give our authorizer the chance to become familiar with the school's culture and community involvement.

ELEMENT A: EDUCATIONAL MODEL

Mission and Vision Statements

Our mission and vision statements remain the same.

Target Population

Our target school population remains virtually unchanged. We continue to serve students who are or may be at risk of achieving below basic proficiency on state exams. Most of our students are still Socioeconomically Disadvantaged. We have updated this section to include data on demographic breakdowns at RMS over the past four years (data for the 19-20 school year has not yet become available). We have also updated this section to include RMS's enrollment figures over the past five years.

Educational Philosophy

As described in our 2015 renewal petition, we continue to believe that an educated person in the 21st century should possess a variety of academic and critical life skills that will enable him/her to develop into a self-motivated, competent, lifelong learner. In our 2020 renewal petition, we have organized these skills into a slightly more condensed paragraph form rather than a long bulleted list, and we have elected to provide more details on such skills in subsections B-I of our revised petition. Nonetheless, our core beliefs remain the same.

We have also updated this section to include our three foundational pillars of excellence, which we believe are critical to enabling our students to become meaningful participants in the world around them. These pillars were developed over the past two years in an attempt to codify our beliefs as we continue to expand our network.

In our 2020 renewal petition, we have also changed the format of our description of how we believe learning best occurs. All of our beliefs now correspond to a subsection contained within Element A, which we "preview" all of these beliefs as a bulleted list.

- Standards-aligned curriculum (Reading/ELA, Mathematics, Science and Social Studies, Arts and Enrichment)
- Social Emotional Development
- Personalized Instruction
- Calendar and Instructional Minutes
- Data-Driven Instruction Professional Development and Talent Management

In contrast, our 2015 renewal petition laid out our beliefs as lengthier descriptions of various components of our educational model. The notes below describe the alignment between the information in the 2015 renewal vs. the 2020 renewal petitions and any relevant changes.

- *Learning best occurs when there is a school wide expectation of high achievement*: We continue to embrace this belief. Our revised expectations and goals for achievement can be found in our descriptions of goals and measurable outcomes in State Priorities 2, 4, and 8, described in Elements B & C.
- *Learning best occurs when teachers are subject matter specialists*: We continue to have our teachers specialize in core content areas.
- *Learning best occurs when teachers are highly motivated*: We continue to believe that teachers need a career path that recognizes and rewards their success with more responsibility and greater compensation.
- *Learning best occurs in a culture of caring*: We continue to believe that teacher specialization will allow for us to care for our students more effectively and help teachers detect academic and emotional problems earlier and more efficiently.
- *Learning best occurs when the curriculum is individualized*: We continue to use the Response to Intervention framework, including its tiered support. We also continue to use the Learning Lab as a space to target individualized interventions. We have, however, evolved our personalized instruction model to ensure that we are meeting the unique needs of all students in real-time. This includes the use of more sophisticated and adaptable online learning technology for all students in the Learning Lab and classrooms.
- *Learning best occurs when students have extra time to practice*: We continue to maintain a computer space within the Learning Lab for students to engage in customized, targeted practice. As described above, many of the programs that students utilize in the Learning Lab space have evolved, as would be expected in the era of rapid advanced in education technology.
- *Learning best occurs in a well-run school*. Rocketship Public Schools continues to provide a variety of centralized services to each of our campuses. We have continued to expand and evolve these services to accommodate a growing number of schools and to incorporate efficiencies that we learn along the way.

Standards-Aligned Curriculum

Our 2020 renewal petition contains a description of the general evolution of our instructional model, largely in response to the State's adoption of the CA Common Core State Standards (CCSS). Rocketship has always strived to align our instruction with state standards, but we have made some improvements to our model to ensure that we respond quickly and effectively to the increased rigor of the new CA CCSS. One significant improvement we have made is the creation of a centralized Achievement Team that is tasked with developing an intellectual preparation process for teachers to plan and execute the CA CCSS in their instruction.

ELA/Literacy

In our 2020 renewal petition, we begin with a description of how we have developed our instruction to align with the various strands contained in the CA CCSS for ELA/Literacy. The components of our literacy instruction remain largely the same, but we have organized the descriptions in a slightly different way. Our 2015 renewal petition states that we split our literacy blocks into whole-group instruction, small-group guided reading instruction, and writing, with

some additional focus on phonics, phonemic awareness, and reading comprehension, depending on the grade level. In our renewal petition, we explicitly break down our literacy instruction into four concrete components: the building blocks of literacy (i.e. phonics, phonemic awareness), reading comprehension skills, guided reading, and writing. These revisions were primarily to paint a clearer picture of the instruction that occurs during our literacy block.

We have had some changes to the curricula and assessments that we use for ELA/Literacy. Open Court is now one of several curricular resources that we use during our Literacy block (rather than the exclusive curriculum). Our Achievement Team compiles and creates additional curriculum resources for teachers to teach the CA CCSS.

Mathematics

In our 2020 renewal petition, we begin with a description of how we have developed our instruction to align with the practice and content standards of the CA CCSS for Mathematics. We have also fleshed out our description of the components of our mathematics instruction to paint a clearer picture of the types of instruction that occurs in our classrooms; for example, the use of "activator" lessons, different mathematical strategies for comprehension and computation, and processing activities.

Integrated Content Instruction

Our 2015 renewal petition describes our use of the Understanding by Design (UbD) approach through which we built thematic units integrated with state standards across content areas. We remain committed to integrating our content instruction as a way for students to appreciate the overlap among various topics and develop a more robust and authentic understanding of the world around them. However, we no longer tie ourselves to the UbD approach. Instead, our renewal petition describes how we integrate content instruction through the explicit teaching of skills, general content exposure, explicit vocabulary instruction, and projects and investigations.

Science and Social Studies

In our 2020 renewal petition, we describe how our science instruction has evolved as we implement the new Next Generation Science Standards. As described above, our science instruction is no longer centered around UbD.

We continue to embed social studies instruction into literacy. Our 2020 renewal petition provides more details on the types of content that we teach during Social Studies and how we align our instruction to state standards.

Arts and Enrichment

We continue to strive to align our arts curricula to the California Visual Performing Arts framework. The 2020 renewal petition provides more details on the specific enrichment programs offered at Rocketship, including Physical Education.

Social Emotional Learning

Our 2020 renewal petition includes updated details on our social emotional learning initiatives at Rocketship, particularly through the use of the RULER and Kimochi's curricula. We have worked to evolve our social emotional programming over the past few years in an effort to further our students' critical life skills.

Personalized Instruction

Our 2020 renewal petition includes a more detailed section on Rocketship's personalized instruction approach. This section also describes some of the current online technologies that we use today in response to major developments in education technology over the past five years. Although we have always had a Learning Lab in our school, our 2020 renewal petition provides more illustration of the learning that occurs in this space.

Calendar and Instructional Minutes

We continue to offer extended school hours; a calendar that will match or exceed the number of instructional days required under state law; and the number of instructional minutes required under state law. Our 2020 renewal petition includes an updated our chart of instructional minutes to show a more detailed breakdown. Our school day also now includes slightly more instructional minutes. The 2020 renewal petition also includes the current RMS bell schedule rather than generic Rocketship sample. This renewal petition also includes more details on our rotational model.

Data-Driven Instruction

Our instructional program continues to be profoundly data-driven. We continue to evolve with online tracking tools like Schoolzilla and Illuminate in response to advances in technology. We also continue to use data to track and monitor student progress and identify those at risk of achieving below grade level. Our renewal petition provides more details on additional data analysis initiatives and tools that we have implemented.

Response to Intervention

We continue to use Response to Intervention (RtI) as an instructional and intervention model designed to identify and support students at risk of achieving below grade level. Our 2020 renewal petition is restructured to clarify the seven components of this RtI model, but the components themselves remain the same. Our 2020 renewal petition also identifies some of the current evidence-based interventions that we use through RtI, which were not in use at the time of submission of the 2015 renewal petition, such as SIPPS, HELPS fluency routines, Sound Partner and CICO.

Academically High-Achieving Students

Our 2020 renewal petition includes an entire subsection dedicated to providing more details on how we serve academically high-achieving students as a "special population." Our model does not

include a gifted/talented program, but we systematically identify and monitor high-achieving students and serve them through differentiated and focused instruction as well as daily enrichment in school and at home.

Integrated Special Education

We have changed the format of this section of our petition to make it clearer and more readable. However, the basic structure of our special education program remains similar. Our 2020 renewal petition includes more details on components of the special education eligibility determination, such as the student huddle process, the Student Study Team, and the tiered academic interventions. Our 2020 renewal petition also includes more details on the Section 504 process. Additionally, our 2020 renewal petition provides a more comprehensive description of the special education services that we offer to our students, including our system for contracting with outside providers.

English Learners

Our process for identifying and assessing English learners (ELs) remains largely the same, but we have adjusted our English language instruction in response to the CA ELD standards. Our 2015 renewal petition describes a program where students are "immersed" in English. Our 2020 renewal petition clarifies that our classrooms will provide both integrated and designated instruction. Our renewal petition also provides more clarity on the type of instruction, anchored in the various components of the CA ELD standards, that students will receive. This renewal petition also clarifies some of the instructional strategies (i.e. GLAD, SDAIE) that teachers will employ.

Teacher Recruitment and Professional Development

Our 2020 renewal petition provides more details on the recruitment process. We continue to offer both summer and yearly professional development, but we have increased the number of hours from at least 150 to at least 200 annually. Also, we no longer employ the Professional Growth Plan as the sole professional development tool. Rather, Rocketship now has a centralized Talent Management team that has created a comprehensive system for performance management and evaluation. The new system includes a more objective teacher rubric and also several other performance metrics (i.e. parent engagement, exhibition of Rocketship core characteristics) that we use to evaluate teachers. Our 2020 renewal petition also includes descriptions for several new leadership opportunities that our Talent Management team has created over the past several years, such as Rising Teachers and Grade Level Leads.

ELEMENTS B-C: Annual Goals and Actions in the State Priorities; Measurable Student Outcomes (B); and Methods of Measurement (C)

The annual goals and measureable outcomes have been updated to reflect the goals identified in the school's most recent LCAP. The methods of assessment have also been updated to reflect changes to the State assessment system as well as internal Rocketship practices.

ELEMENT D: GOVERNANCE

Our renewal petition includes more comprehensive descriptions of the centralized management services provided by Rocketship Public Schools, which include new roles dedicated to ensuring high-quality instruction and school leadership.

The primary qualifications for and responsibilities of board members remain the same. Our 2020 renewal petition provides further detail on how our board meetings comply with the Brown Act, including our use of telephonic location options. Our 2020 renewal petition also includes more details on the responsibilities and composition of our Advisory Board, which has undergone some adjustments in response to Rocketship's expansion throughout the Bay Area and the country.

Our 2020 renewal petition also includes a subsection dedicated to describing parent participation. We have included more details on our School Site Council and ELAC. Pursuant to AB 1360, which went into effect on January 1, 2018, we have also clarified that we do not require parental involvement for acceptance to, or continued enrollment at, the Charter School and that we will affirmatively notify current and prospective parents of this.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Our renewal petition includes descriptions of the roles of Education Specialist, Individualized Learning Specialist, Paraprofessional, Business Operations Manager, Enrichment Coordinator, and support staff. Most of these roles existed at the time of our 2015 renewal submission, but we wanted to include descriptions of more of our employment positions to paint a more comprehensive picture of school operations. We also include changes to credentialing requirements with the move from NCLB to ESSA.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Several of our health and safety procedures have undergone revisions in response to changes in the relevant legal landscapes.

We have updated our policy on fingerprinting/background checks to include additional requirements for employees who are charged or convicted of crimes to remain in compliance with EC 44939.5.

We have updated our policy on the role of staff as mandated child abuse reporters to include new mandatory trainings pursuant to Assembly Bill (AB) 1432, which became effective on January 1, 2015.

We have updated our policy on drug-free workplace to address consequences for employees who have a positive drug test.

We have also updated our medication administration policy to require our schools to stock auto-injector EpiPens pursuant to EC 49414.

We have also updated our description of facilities to expand our compliance assurances.

As described above, we have also included a copy of our School Safety Plan as an appendix to this section.

ELEMENT H: ADMISSIONS REQUIREMENTS

Our admissions requirements and procedures remain the same. Pursuant to AB 1360, which went into effect in January 1, 2018, we have ensured that our petition contains a reasonably comprehensive description of our admissions process (rather than merely our proposed admissions requirements). Furthermore, in accordance with AB 1360, we have ensured that our admissions preferences:

- are consistent with federal law, the California Constitution, and Section 200 of the Education Code, which prohibits discrimination;
- do not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, economically disadvantaged students, foster youth, and must not limit enrollment based on nationality, race, ethnicity, or sexual orientation; and do not require mandatory parental volunteer hours for continued enrollment in the Charter School, consistent with the requires of Education Code Section 49011.

As described above, we have also revised the language in this section to demonstrate our compliance with the new requirements of EC 47605(d)(4).

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

To more closely comply with the requirements of EC 47605(b)(5)(1), our renewal petition provides many more details on our suspension and expulsion procedures, including considerations for students with disabilities. We have also slightly revised our list of suspendable/expellable offenses in accordance with changes to Ed Code 48900 *et seq*. We have also ensured that, pursuant to AB 1360, our petition includes the following:

- A description of how the Charter School complies with federal and state constitutional due process requirements. This includes:
    - For suspensions of fewer than 10 days, the charter school must provide oral or written notice of the charges against the student. If the student denies the charges, the school must provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story.
    - For expulsions or suspensions of 10 days or more, the school must provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, the school must also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.
- A clear statement that no student will be involuntarily disenrolled, dismissed, or transferred by the charter school for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal.
- For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

Finally, as described above, we have now adopted the mandatory suspension/recommendation for expulsion provisions of EC 48915.

BUSINESS OPERATIONS

As required by Ed Code 47605(g), we have updated our budget and financial projections, which are included as Appendix 1. We have also provided a few updates regarding RMS's facility situation.

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PUBLIC SCHOOLS

Rocketship Mateo Sheedy Elementary

Petition for the Renewal of a Charter School

Submitted to the Santa Clara County Office of Education

September 23, 2019

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

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

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, students, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve student learning.

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

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

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

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

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

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The following sections of this charter explain how RMS fulfills the requirements of Section 47605 of the Act.

AFFIRMATIONS AND DECLARATION

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

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

2. Rocketship Education, Inc. declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code §47605(b)(6)]

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

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

5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(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(d)(2)(C). [Ref. Education Code §47605(d)(2)(A)-(C)].

6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

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

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

9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code §47605(l)]

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

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.

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

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(d)(3)]

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. Education Code Section 47612.5(a)(2)]

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

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

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

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").

19. 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(n)]

20. The Charter School shall comply with the Public Records Act.
21. The Charter School shall comply with the Family Educational Rights and Privacy Act.
22. The Charter School shall comply with the Ralph M. Brown Act.
23. The Charter School shall comply with all portions of Education Code and State Board Title 5 Regulations which are not otherwise waived under Education Code Section 47610.

September 23, 2019

Lead Petitioner
CHEYE M. CALVO

INTRODUCTION

THE STORY OF ROCKETSHIP MATEO SHEEDY

The story of Rocketship Public Schools and Rocketship Mateo Sheedy Elementary began in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship for local, underprivileged students to attend Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that among the hundreds of children in his parish, none of them met the basic academic requirements to qualify them to attend their hometown college, or any other top-tier university.

Father Mateo immediately began researching ways to solve this problem. He soon became convinced that the public schools around his parish were failing to educate the children in his parish and to prepare them to qualify for a college education. He decided that the children of his parish needed to have an alternative to their neighborhood district school.

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

Unfortunately, Father Mateo Sheedy passed away too soon, but his movement lived on. In 2006, his parishioners approached John Danner and Preston Smith, two educational entrepreneurs, in hopes to continue to build on Father Mateo's vision and create a K-12 pipeline for their children. Sacred Heart Nativity, Downtown College Prep, and other private Catholic high schools had created a strong 6-12 pipeline for their children, but a high-quality K-5 option in the neighborhood was still missing. John and Preston began to focus on developing a new elementary model for schools in low-income neighborhoods. John Danner was interested in the ways technology could help personalize education. Preston Smith was a high-achieving principal at a promising elementary school in a San Jose school district who recognized the impact empowered teachers and engaged parents can have on student success.

The Santa Clara County Board of Education voted in the fall 2006 to authorize an initial Rocketship school, and Rocketship One Public School opened in a church on South 10th Street in downtown San Jose in August 2007. It was the same church in which Santa Clara County's first charter school, Downtown College Prep, had opened in 2000. In that first year, Rocketship One served 160 students in kinder through third grade and set a clear goal of college-readiness and data-driven instruction in order to realize the vision that Father Mateo Sheedy had set for the children of his parish. Although the model would go on to evolve in the years ahead, the school

would establish many of the characteristics that would help define the Rocketship model: personalized learning, an extended school day, parent partnership, college focus, and the core values of responsibility, respect, persistence, and empathy.

Of course, the most significant benchmark that Rocketship One set in its first year was a standard of academic excellence, posting a score of 886 on the state's Academic Performance Index (API). The result was better than 70% of Santa Clara County elementary schools and something that the San Jose Mercury News called "astonishing" due to the fact that 73% of Rocketeers were English Language Learners and 92% lived in poverty. In its second year, Rocketship One more than doubled its size and moved to its permanent campus on Locust Street near Sacred Heart Parish in San Jose's Washington neighborhood. As a core pillar of the Rocketship model, parents were engaged to choose the name of the new school. From the vision of a community leader and the power of parents, Rocketship Mateo Sheedy Elementary, was born.

Rocketship Mateo Sheedy posted APIs of 925 in second and third school years -- becoming the highest ranked elementary school serving low-income students in Santa Clara County and the seventh ranked school in all of California. As more families joined the waiting list, the community demanded even more high-quality public schools in San Jose. Preston Smith and John Danner partnered with these families to grow the nonprofit benefit corporation, Rocketship Education now d/b/a Rocketship Public Schools, to establish more great public schools to low-income San Jose neighborhoods.

During the 2009-2010 school year, Founding Principal Preston Smith moved to a network role, and Maricela Guerrero, who had been a founding staff member and Assistant Principal, assumed the role of Principal at Rocketship Mateo Sheedy. As the initial school charter was only for three years, that same year the Santa Clara County Board of Education voted to reauthorize Rocketship Mateo Sheedy for a five year term. The school continued to perform at a high level and develop talented leaders. Rocketship Mateo Sheedy has served as an incubator of great talent for other Rocketship schools, with countless high-performing assistant principals and principals getting their start at Mateo Sheedy.

In 2014, Ms. Guerrero moved to become the Founding Principal of Rocketship Fuerza on San Jose's east side. Jason Fromoltz became the new Principal of Mateo Sheedy. Mr. Fromotlz started his Rocketship journey at Mateo Sheedy in 2008 before he joined Sí Se Puede as a founding team member in 2009. After he returned to Rocketship Mateo Sheedy as principal in 2014, Mr. Fromoltz led the school community with passion, purpose, and pride. In Mr. Fromoltz' final full-year as Principal, the 2016-2017 school year, Mateo Sheedy was recognized by Innovate Public Schools as the only elementary school in the Bay Area with an above average population of low-income African American students where those students outperformed the state average for all students in English. Under Mr. Fromoltz, the school also received its second reauthorization from the Santa Clara County Board of Education in April 2015. Tragically, Mr. Fromoltz passed away suddenly in December 2017. The entire Rocketship community deeply grieved his loss. At Rocketship Mateo Sheedy, students, staff and families rallied together to remember his life and

honor Mr. Fromoltz's legacy.

Rocketship Director of Schools and former Discovery Prep Principal Eesir Kaur served as interim Principal for the remainder of the 17-18 school year before former Mateo Sheedy teacher and Fuerza Assistant Principal Courtney English was named as the fifth Mateo Sheedy Principal for the 2018-2019 school year. In her first year as principal, Ms. English and her leadership team brought the Mateo Sheedy community together, both honoring Mr. Fromoltz' legacy and infusing the school with a trailblazing spirit that helped it achieve at even higher academic levels. In the 17-18 and 18-19 school years, Mateo Sheedy was once again honored by Innovate Public Schools as the only elementary school in the Bay Area closing the achievement gap for African American students.

The year 2019 was also when Father Mateo Sheedy's dream of a K-12 pipeline of college success was finally realized when two of the founding Rocketeers from 2007 were admitted to Santa Clara University. Now in its thirteen year of operation, Rocketship Mateo Sheedy has become a fixture in the Washington community of San Jose with a legacy of achievement that is fulfilling Father Mateo's original vision and the Rocketship mission of eliminating the achievement gap in our lifetime.

CRITERIA FOR RENEWAL

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

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

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

calculation may be used to meet the academic threshold requirement for renewal, and alternative measures shall be used. RMS utilizes alternative measures, as described below.

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

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

*The entity that granted the charter determines that the academic performance of the charter school is **at least equal** to the academic performance of the public schools that the charter school pupils would **otherwise have been required to attend**, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the **composition of the pupil population** that is served at the charter school.*

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

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

As the data presented below shows, RMS has met the criteria for renewal under the Education Code. Furthermore, over the past five years, RMS students have demonstrated improvements in pupil academic achievement for all groups of pupils schoolwide and among significant student subgroups as measured by a variety of assessments. Finally, RMS 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 San Jose Unified School District and the District schools that its students would have otherwise attended.

STUDENT ACHIEVEMENT AND GROWTH AT RMS

CAASPP

In accordance with California laws and regulations, RMS administers the California Assessment of Student Performance and Progress (CAASPP). The CAASPP and the Common Core State Standards (CCSS) with which they align are unparalleled in rigor. Students in California are being asked to engage in and articulate complex, higher-order thinking across content areas, often in ways they have never previously encountered on performance assessments.

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

RMS is located in the San Jose Unified School District (SJUSD). A significant number of RMS students would otherwise attend Gardner, Lowell, and Washington Elementary Schools, which are the District public elementary schools located in closest proximity to the RMS campus (hereinafter described as the "comparison District schools"). Figure 1 below shows the breakdown of RMS's primary student subpopulations as compared to the District, the State, and the comparison District schools.

Figure 1

2018-19 Enrollment Demographics, K-5th

	Enrollment	**% SED[1]**	**% EL**	**% Hispanic**	**% SwD[2]**
RMS	554	86%	42%	85%	6%
State of CA	2,799,322	62%	27%	55%	11%
SJUSD (non-charters)	13,376	44%	30%	53%	11%
Gardner ES	387	64%	52%	84%	10%
Lowell ES	286	82%	55%	85%	18%
Washington ES	446	91%	72%	96%	16%

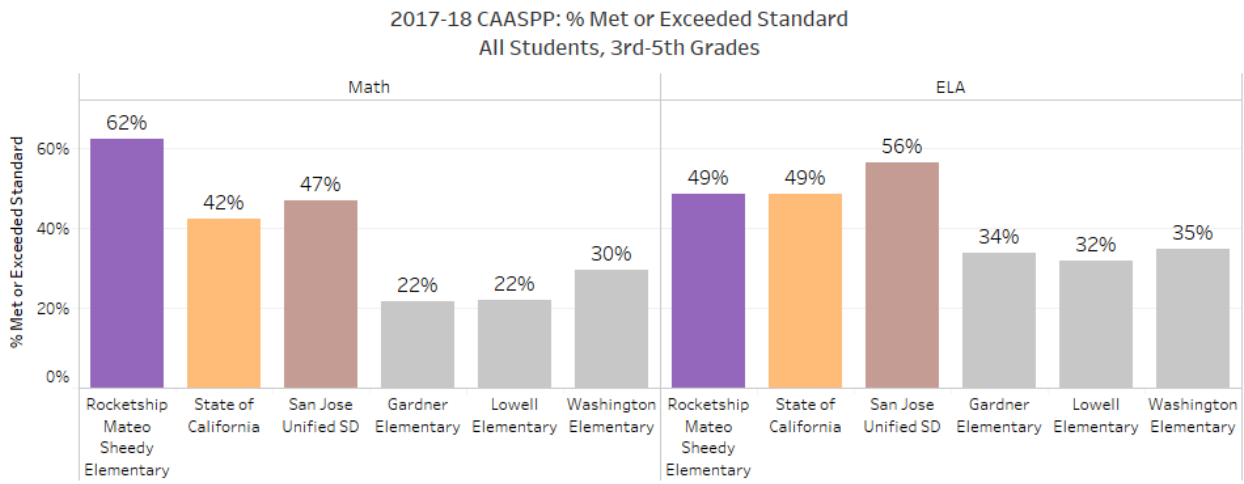
1-SED = Socioeconomically Disadvantaged, defined as: (1) a student neither of whose parents have received a high school diploma OR (2) a student who is eligible for the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)

2-SwD = Students with Disabilities

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

Comparison- All Students.

Figure 2

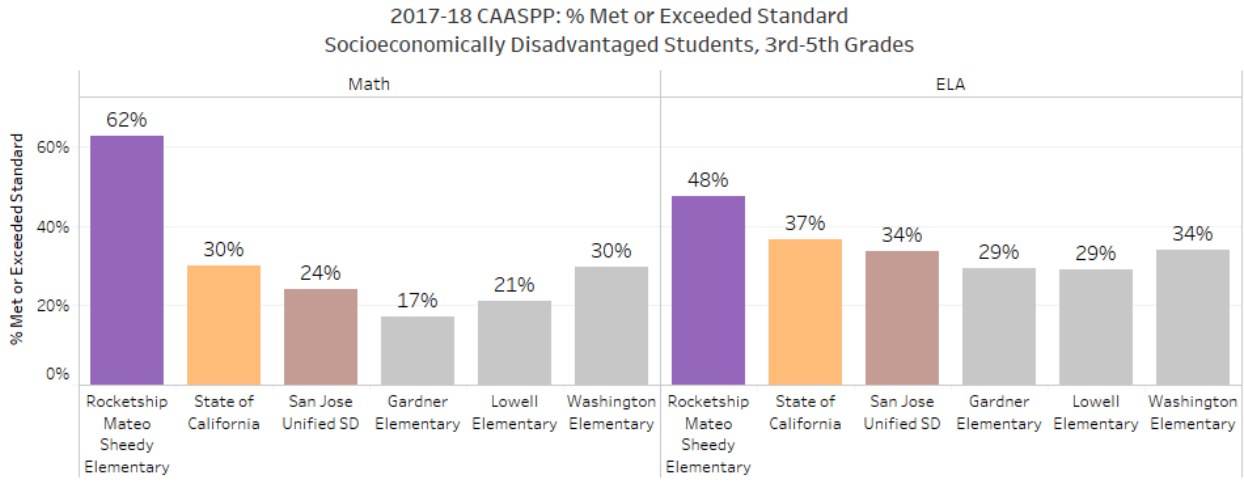


Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

As Figure 2 above shows, RMS has met the legal standard under Education Code 47607(b)(4)(A). RMS outperformed the comparison District schools -- in some cases, dramatically so -- on both CAASPP Math and ELA. In Math, RMS results are higher than the District average. While RMS students as a whole did not outperform the District students as a whole in ELA, the law requires pupil composition to be taken into account. As Figure 1 above shows, RMS has significantly higher percentages of SED and Hispanic students, and a higher percentage of English learner ("EL") students, than the District. Therefore, RMS has provided the comparisons below to show how it clearly meets the legal standards among these subpopulations.

Comparison - Socioeconomically disadvantaged students.

Figure 3

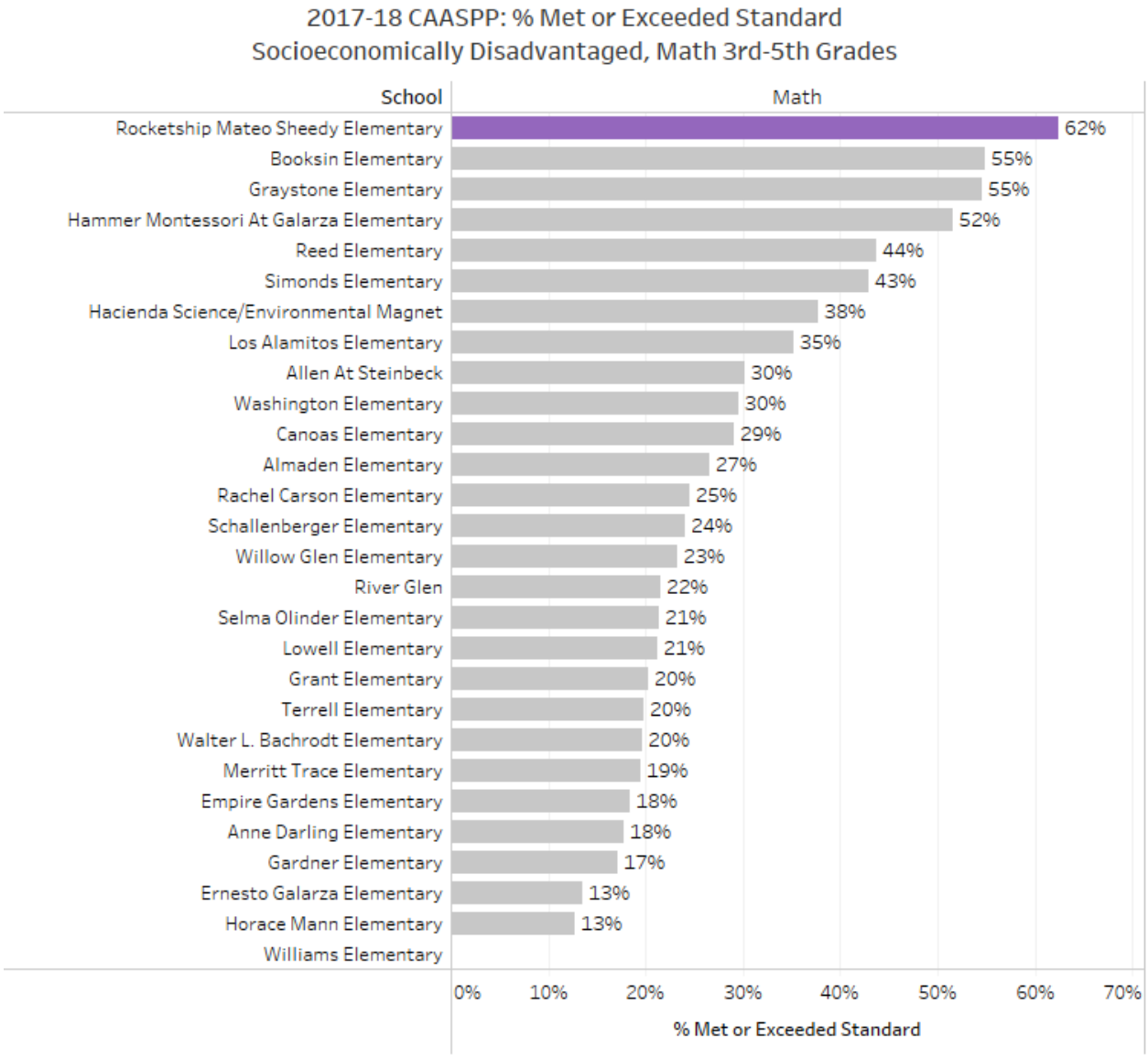


Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

Approximately 90 percent of RMS students in grades 3-5 are classified as socioeconomically disadvantaged. Figure 3 shows how RMS's SED students outperformed the District's SED average

by 14 percentage points in ELA and 38 percentage points in Math. RMS's SED students also outperformed all comparison District schools in both subjects. Furthermore, as Figure 4 below shows, RMS was the highest performer among District schools in CAASPP Math among SED students.

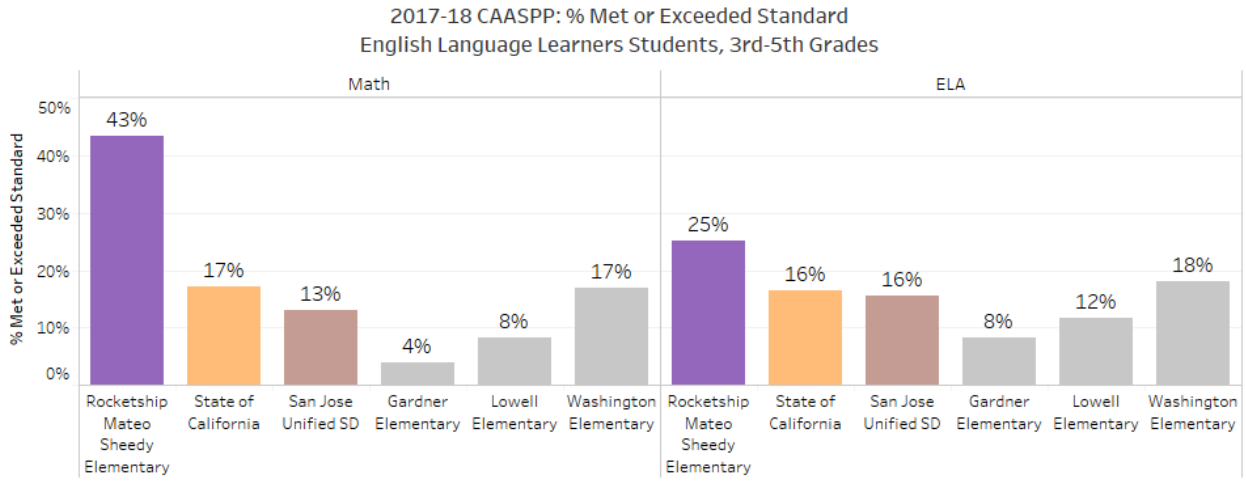
Figure 4



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

Comparison - English learners

Figure 5

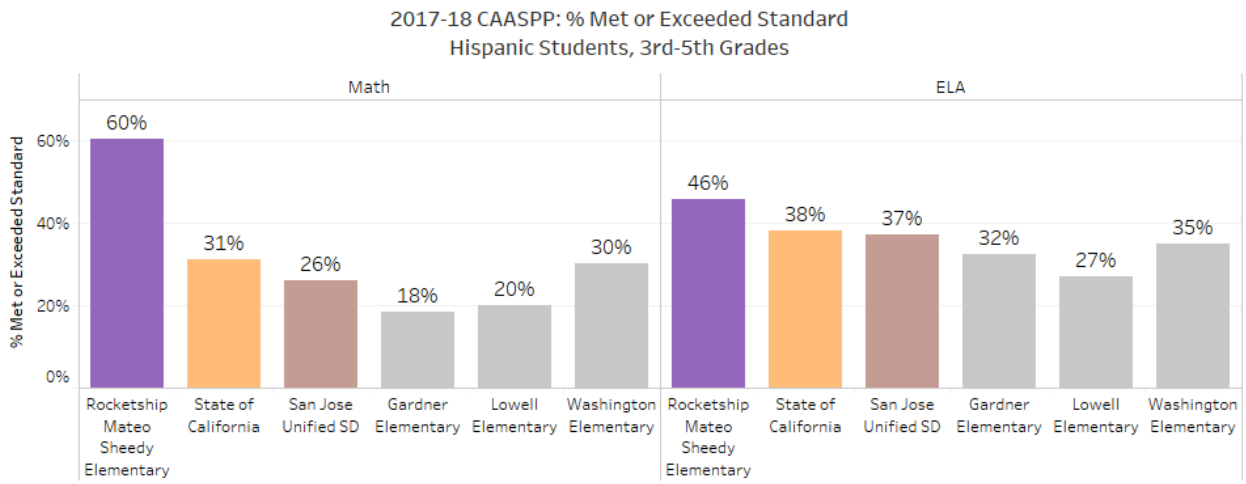


Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

Approximately 42 percent of RMS students are classified as English learners. RMS's Math results among ELs is more than triple that of the District, and more than 25 percentage points higher than the comparison District schools. In ELA, RMS ELs also outperformed the District by nearly ten percentage points, and outperformed all comparison District schools as well.

Comparison - Hispanic students.

Figure 6



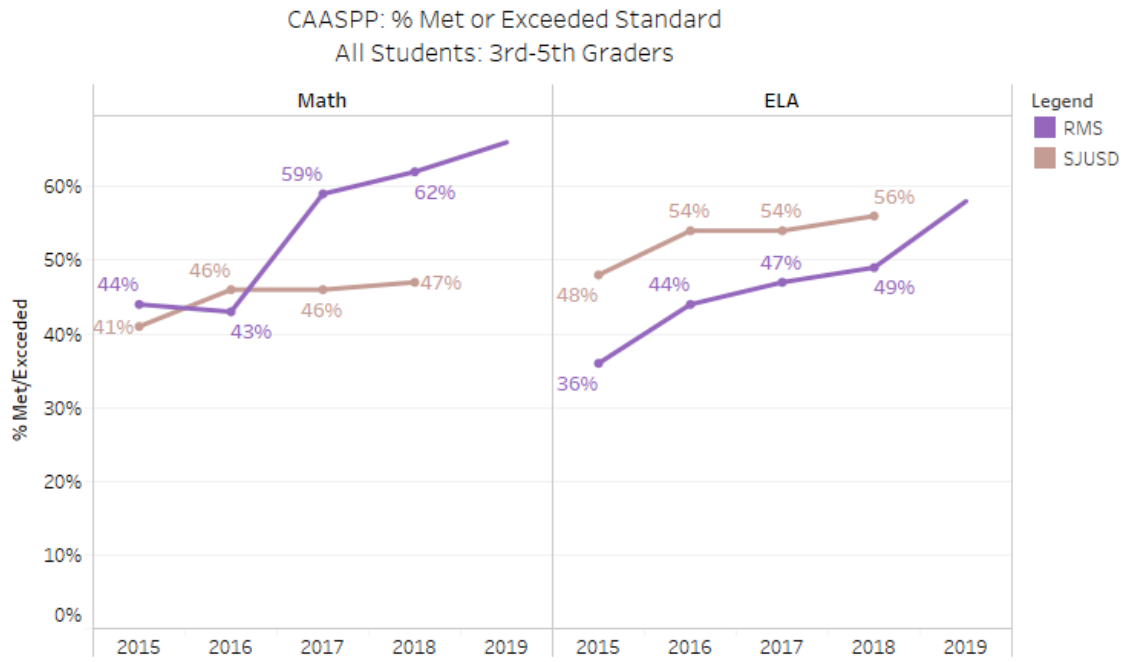
Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

Approximately 86 percent of RMS 3rd- 5th graders are Hispanic. As shown above in Figure 6, RMS's Hispanic students outperformed the District and all comparison groups in both Mathematics and ELA.

Longitudinal- All Students

RMS has a history of strong CAASPP performance and annual improvement since CAASPP was first administered in 2014-15. Figure 7 shows how RMS has typically outperformed the District in Math and has significantly reduced the performance gap with the District in ELA. Since 2016-17, a majority of RMS students have Met or Exceeded the state standard in Math. While ELA results have been lower than the District, RMS has steadily increased its performance over time. We are unable to fully report our 2018-19 CAASPP results due to the state embargo, but RMS results are higher than last year and its ELA results exceed the 2017-18 District average.

Figure 7



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

As another means of comparison between RMS and the District, Figure 8 below shows the CAASPP performance gap between SED students and non-SED students. RMS had a significantly smaller performance gap than the District.

Figure 8

2017-18 CAASPP: SED Performance Gap						
	Math			**ELA**		
School/District	SED	non-SED	**SED performance gap**	SED	non-SED	**SED performance gap**
RMS	62%	61%	**1%**	48%	57%	**-9%**
SJUSD	24%	68%	**-33%**	34%	77%	**-33%**
Gardner ES	17%	39%	**-22%**	29%	52%	**-23%**
Lowell ES	21%	27%	**-6%**	29%	50%	**-21%**
Washington ES	30%	31%	**-1%**	34%	46%	**-12%**

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

NWEA MAP

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

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

Figure 9

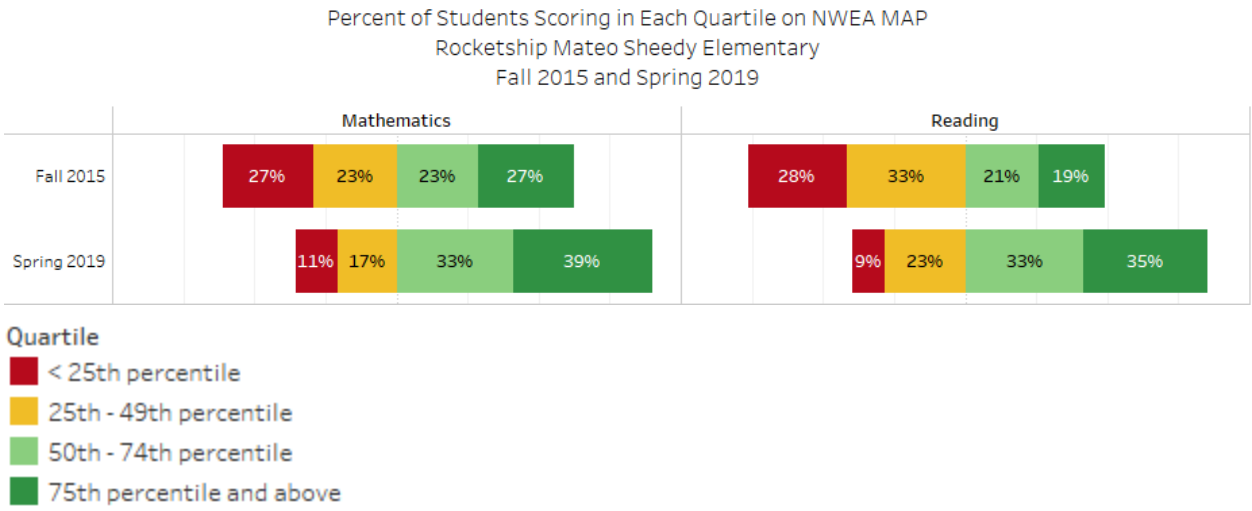
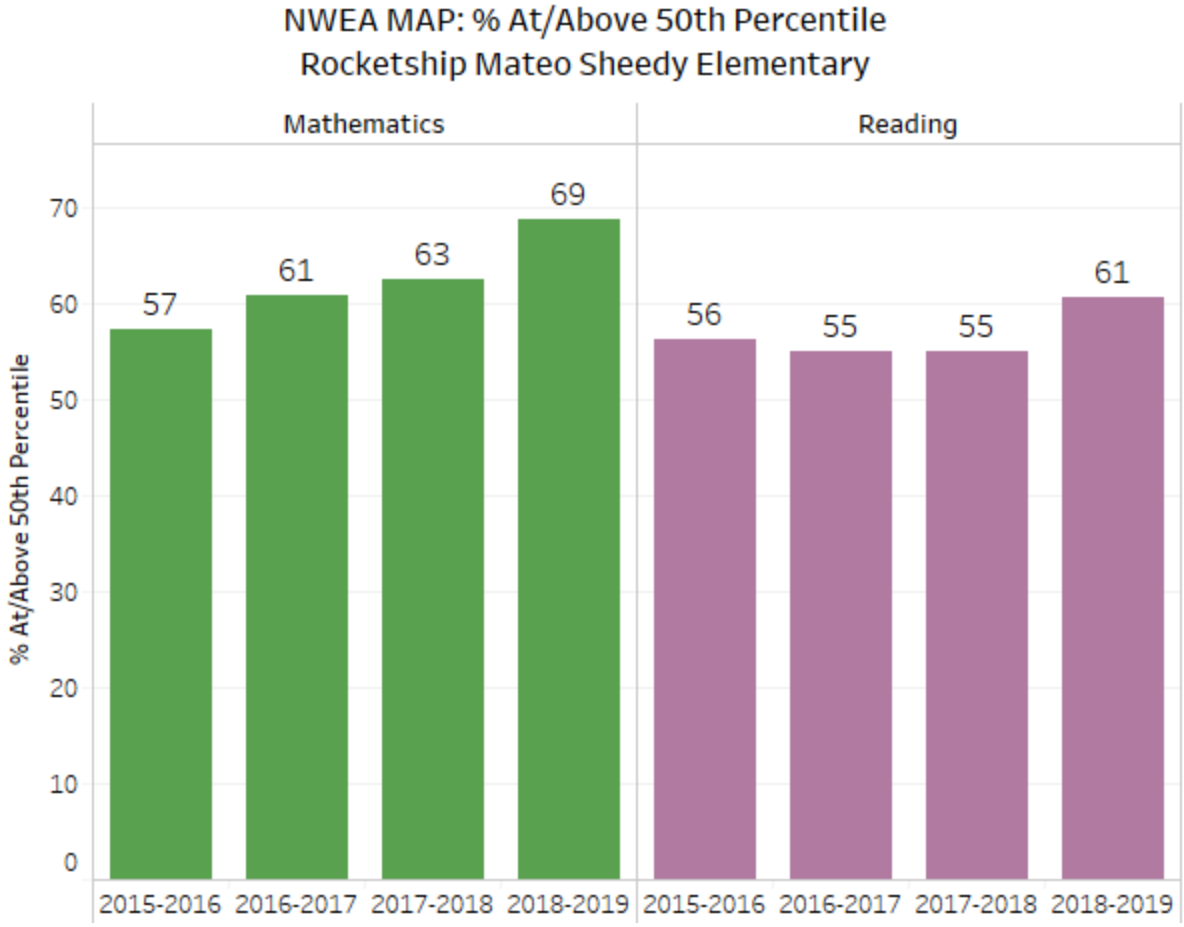


Figure 9 shows how RMS improved academic performance for students enrolled for the last four school years. Over one-quarter of students started 2015-16 in the bottom quartile on both NWEA Mathematics and Reading. After four years attending RMS, only 11 percent of students scored in the bottom quartile in Mathematics and nine percent in Reading. Additionally, RMS moved over 20 percent of students from below grade level to above the 50th percentile in both subjects. More than two-thirds of students attending RMS for four years were on or above grade level at the end of 2018-2019.

Furthermore, as Figure 10 below shows, RMS has increased the overall percentage of students scoring above the 50th percentile (national average) on the NWEA MAP. By the end of the 2018-19 school year, two-thirds of students were performing at or above grade level in Math and over 60 percent were at or above grade level in Reading.

Figure 10



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

Additionally, over the past four school years, RMS students averaged approximately 1.2 years of growth on both NWEA Reading and Mathematics. This growth is above the national average in both subjects. As reflected in the absolute results reported above, Figure 11 shows that RMS has steadily improved its growth rate in Math each year. After maintaining a growth rate of 1.1-1.2 years in Reading, RMS greatly improved its Reading growth to 1.5 years of growth in 2018-19 that resulted in the stronger absolute performance reported in Figure 10.

Figure 11

Average Growth Years NWEA MAP Mathematics and Reading

School Year	Mathematics	Reading
2015-16	1.03	1.23
2016-17	1.16	1.12
2017-18	1.23	1.12
2018-19	1.37	1.51

NWEA MAP - Special Education Students

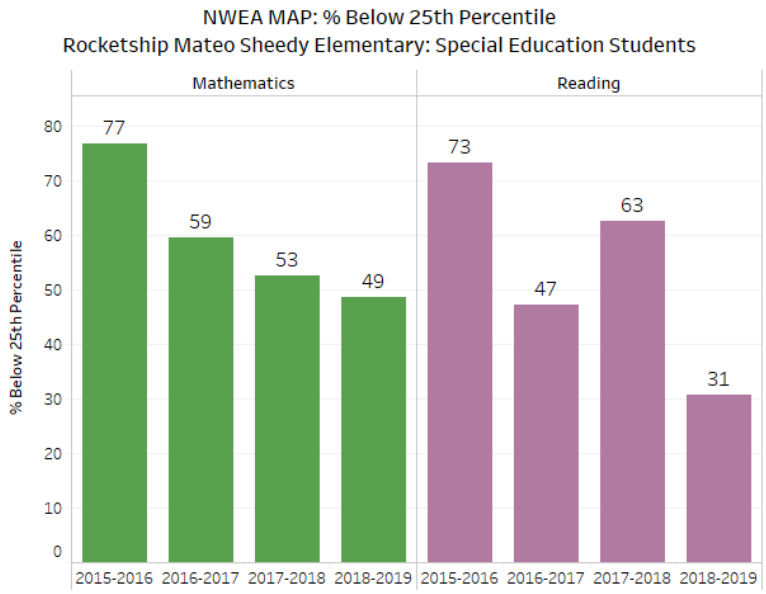
RMS deeply values its special education students and has an Integrated Special Education ("ISE") team dedicated to best serving each of them. Figure 12 below shows RMS's special education growth over the past four school years. RMS's growth was above the national average since 2016-17.

Figure 12
Special Education Students: Average Growth Years NWEA MAP Mathematics and Reading

School Year	Mathematics	Reading
2015-16	0.87	0.76
2016-17	1.14	1.16
2017-18	1.14	1.11
2018-19	1.50	1.72

Furthermore, as shown in Figure 13 below, RMS has greatly reduced the percentage of special education students scoring in the bottom quartile for NWEA Reading and Math over the past four years.

Figure 13



ELPAC/CELDT

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

ELPAC

The ELPAC contains the following four proficiency levels:

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

As shown below in Figure 14, RMS had a higher percentage of students scoring at Levels 3&4 (combined) and Level 4 than the comparison District schools, the District, and the entire State of California.

Figure 14

Spring 2018 ELPAC: K-5th Grades

	All Students		SED	
School/District	Level 3 & 4	Level 4	Level 3 & 4	Level 4
RMS	**89%**	**55%**	**86%**	**54%**
SJUSD	66%	29%	63%	24%
Gardner ES	58%	13%	58%	14%
Lowell ES	58%	18%	58%	18%
Washington ES	59%	20%	59%	20%
State of CA	68%	33%	67%	30%

CELDT

RMS also outperformed all comparison groups - the comparison District schools, the District, and the State -- on the CELDT for the last two years that the CELDT was administered, as shown below in Figure 15. ("Early Advanced" and "Advanced" were the highest levels of achievement on the CELDT.) Figure 15 also shows that a majority of RMS EL students scored Early Advanced or Advanced in the last two years of CELDT administration.

Figure 15

CELDT % Early Advanced and Advanced K-5th		
School/District	Fall 2015	Fall 2016
RMS	**54%**	**56%**
SJUSD	33%	38%
Gardner ES	16%	28%
Lowell ES	31%	41%
Washington ES	22%	32%

State of CA	38%	39%

Reclassification

RMS has maintained strong results on the state English Language proficiency assessments even as it has reclassified its highest performing students who demonstrate English proficiency. For the past three years, RMS has reclassified 10-26% of EL students in accordance to state policy. As Table 16 shows, RMS has reclassified a larger share of its EL population than the comparison District schools.

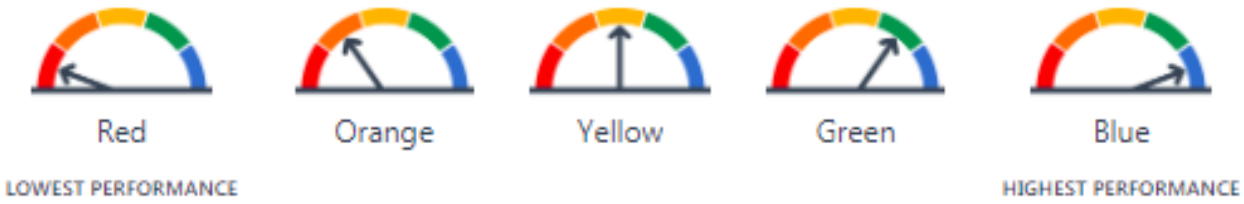
Figure 16

Historical Reclassification Rates				
School/District	2015-16	2016-17	2017-18	2018-19
RMS	**0%**	**10.8%**	**26.3%**	**13.8%**
SJUSD (K-12)	15.3%	9.7%	13.0%	4.7%
Gardner ES	13.1%	4.3%	8.5%	2.6%
Lowell ES	18.1%	9.0%	14.0%	3.2%
Washington ES	14.5%	5.0%	9.3%	2.2%
1-Source: California Department of Education, Annual Reclassification (RFEP) Counts and Rates (https://dq.cde.ca.gov/dataquest/dataquest.asp)				

Dashboard

As the State is no longer using API, we present the 2018 CA School Dashboards below (for the school year 2017-18) to demonstrate an additional measure of achievement and growth. The Dashboard uses color-coded performance levels to measure a school's progress in various categories, as shown below. Performance levels are based on a school's current status and change from the prior year.

The Fall 2018 Dashboard published four metrics for elementary schools: Suspension Rate indicator, Chronic Absentee Rate indicator, ELA Academic indicator and Math Academic indicator. Table 17 reports RMS's overall performance level for each metric along with the status and growth



components. RMS achieved the second to highest performance level on the Chronic Absentee Rate and Math Academic Indicators. For both indicators, RMS status had improved from the previous year. RMS earned the middle yellow rating on the Suspension Rate indicator and had the second lowest rating on the ELA Academic Indicator due to maintaining its results from the previous year.

Figure 17

Fall 2018 CA School Dashboard Indicators: Rocketship Mateo Sheedy Elementary			
Indicator	**Performance Level Color**	**Current Status**	**Change from Previous Year**
Suspension Rate	Yellow (Level 3)	Low (1.0%)	Increased (+0.3%)
Chronic Absentee	Green (Level 4)	Medium (7.3%)	Declined (-2.8%)
ELA	Orange (Level 2)	Low (-6.0)	Maintained (+0.5)
Math	Green (Level 4)	High (20.7)	Increased (+7.2)

Although RMS only earned a Level 3 on the Suspension Rate Indicator, the school has historically maintained low suspension rates. Figure 18 shows how RMS has had lower or similar suspension rates to comparison schools for the past three years with available comparison data.

Figure 18

Historical Suspension Rates[1]				
School Year	2015-16	2016-17	2017-18	2018-19[2]
RMS	**2.4%**	**0.6%**	**1.0%**	**1.0%**
SJUSD (K-12, non-charter)	3.7%	3.4%	3.0%	Not Available

Gardner ES	3.4%	0.7%	1.3%	Not Available
Lowell ES	3.3%	4.1%	3.3%	Not Available
Washington ES	2.5%	1.8%	0.8%	Not Available

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

2-Calculated by Rocketship Public Schools from internal attendance records

Figure 19 shows that RMS had a higher Math Academic Indicator rating than the District or comparison schools. Furthermore, RMS's Chronic Absentee Rate indicator scores were at least as strong or stronger than the comparison schools.

Figure 19

Fall 2018 CA School Dashboard Indicators

Indicator	RMS	SJUSD	Gardner ES	Lowell ES	Washington ES
Suspension Rate	Yellow (Level 3)	Green (Level 4)	Orange (Level 2)	Yellow (Level 2)	Blue (Level 5)
Chronic Absentee Rate	Green (Level 4)	Orange (Level 2)	Yellow (Level 3)	Yellow (Level 3)	Green (Level 4)
ELA	Orange (Level 2)	Green (Level 4)	Yellow (Level 3)	Orange (Level 2)	Yellow (Level 3)
Math	Green (Level 4)	Yellow (Level 3)	Yellow (Level 3)	Yellow (Level 3)	Orange (Level 2)

The lowest rated indicator at RMS was the ELA Academic Indicator at Level 2. While RMS's overall performance level was equal to or one level below the District comparison schools, RMS had a stronger current status than the District comparison schools. Figure 20 reports the current status for the ELA Academic Indicator. In 2017-18, RMS was one point below the threshold for the next highest performance level for current status (medium status: -5.0 pts below standard to +9.9 points above standard) and the comparison District schools were 22-43 points below the threshold.

Figure 20

RMS ELA Academic Indicator			
School Year	Overall Rating	17-18 ELA Status	Change from Previous Year
RMS	Level 2	6.0 pts below standard	Maintained
SJUSD (K-12)	Level 4	10.6 pts above standard	Maintained
Gardner ES	Level 3	35.3 pts below standard	Significantly increased
Lowell ES	Level 2	47.7 pts below standard	Decreased
Washington ES	Level 3	27.4 pts below standard	Increased

RMS AS PART OF THE ROCKETSHIP PUBLIC SCHOOLS NETWORK

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

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

In addition to benefiting from a deeply experienced Board of Directors, the Charter School receives management services from our centralized network staff. As we have expanded our

network and reach over the past decade, we have focused on building organizational capacity to maintain high-quality schools while also fueling growth. We have worked to develop and consistently apply strong functional expertise in each of the areas that comprise the complexity of school management (i.e. academic and social-emotional instruction, talent, community relations, finance, strategy, operations, legal, technology, human resources). Our centralized management structure is further described in Element D below.

ELEMENT A: THE EDUCATIONAL PROGRAM

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

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."
- Education Code Section 47605(b)(5)(A)(i)-(ii)

MISSION, VISION, AND MODEL

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

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

MISSION STATEMENT

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

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

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

VISION STATEMENT
Eliminate the achievement gap in our lifetime.

ROCKETSHIP MODEL

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

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

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

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

TARGET SCHOOL POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

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

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

Figure 19

Rocketship Mateo Sheedy Demographic Data* 2015-2018**

School Year	% Hispanic	% Black/ African American	% White	% Asian	% EL	% SED	% SPED
2015-2016	87.5%	6.1%	1.0%	2.4%	50.4%	90.9%	5.1%
2016-2017	86.3%	6.6%	0.7%	2.7%	50.3%	89.8%	5.6%
2017-2018	87.0%	5.6%	0.4%	3.5%	40.8%	89.5%	5.6%
2018-2019	84.5%	6.7%	1.1%	3.6%	42.2%	85.7%	5.6%

**Source: Rocketship official demographic data*
***Data for the 19-20 school year is not yet available at the time of submission.*
Definitions: EL = English learner, SED = socioeconomically disadvantaged, SPED = special education students

ROCKETSHIP'S HISTORY SERVING OUR TARGET POPULATION

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

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

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

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

recognized the impact empowered teachers and engaged parents can have on student success.

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

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

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

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

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

We also have diverse experience opening new schools in other regions throughout the country. We opened our first school in Milwaukee in 2013, followed by two schools in Nashville in the subsequent two school years. During the 2016-17 school year, we opened our first school in Washington, D.C, followed by a second in 2017-2018. Most recently, in the 2018-19 school year,

we opened a second school in Milwaukee. Though geographically different, each of our school launches shares the common experience of profound community and parent involvement. As described above, we begin working with local community stakeholders, parent leaders, and prospective families well before our doors open for the first time. We host community meetings, informational sessions, and even educational events (e.g. family reading night) to establish meaningful connections with our Rocketeers.

TARGET ENROLLMENT

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

Figure 20

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
TK	n/a	n/a	6	24	27
K	108	95	97	67	70
1	111	102	82	91	72
2	105	110	109	75	90
3	111	100	100	100	73
4	107	109	110	104	100
5	81	75	71	93	89
Total	**623**	**591**	**569**	**541**	**521**

**projected enrollment for the 2019-20 school year (official enrollment data not yet available)*

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

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

OUR EDUCATIONAL PHILOSOPHY

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

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

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

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

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

PERSONALIZED LEARNING

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

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

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

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

CURRICULUM AND INSTRUCTION

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California's adoption of the Common Core State Standards ("CCSS") for English/Language Arts and Mathematics; the Next Generation Science Standards ("NGSS"); English Language Development ("ELD") and state standards and framework for other content areas including Social Studies and Visual and Performing Arts.[1]

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

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

Additionally, the Achievement Team maps out the actual sequence of the particular unit, determining which content teachers will teach on each day to solidify student understanding. The Achievement Team works year-round to dissect, analyze, and further investigate the standards for

[1] Pursuant to CA Education Code 60605.

all content areas that we teach, including English/Language Arts, English Language Development, Mathematics, Science, Social Studies, and Visual and Performing Arts. The Achievement Team, along with Rocketship's network Schools Team and Analytics Team, also design and analyze standards-based assessments throughout the year to help design instruction and track student progress. Through it all, we constantly share our learnings with teachers and School Leaders and develop processes for receiving feedback from the "ground level." We make adjustments as necessary to ensure that our teachers continue to feel motivated, supported, and prepared and our students continue to make significant growth.

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

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

Core Beliefs about Literacy Instruction

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

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

Transitional Kindergarten: In accordance with Cal. Ed. Code Section 48000(f), we have aligned our transitional kindergarten curriculum to the California Preschool Learning Foundations standards in the following areas: (1) develop an understanding of the organization and basic features of print, spoken words, syllables, and sounds (phonemes); (2) extend their understanding and usage of

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

language to communicate with others effectively, use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts; (3) develop age-appropriate grammar, recognize print conventions conventions and understand that print and understand that print carries carries meaning; (4) develop an understanding of age-appropriate text read aloud, motivation for literacy activities. and broad range of literacy activities; (5) demonstrate increasing writing skills.

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

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

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

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

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

COMPONENTS OF OUR LITERACY INSTRUCTION

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

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

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

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

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

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

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

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

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

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

<u>INSTRUCTIONAL PLANNING AND PREPARATION</u>

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

- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each unit throughout the school year.

- Unit plans
- Sample daily lesson plans
- Fiction and nonfiction texts that correlate with the lesson plans, objectives, and units

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

Appendix 2 includes a scope and sequence map for Humanities.

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

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

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

Practice Standards. We believe that all students should develop the varieties of expertise that are reflected in the practice standards, as these standards are designed for all levels of mathematical maturity and will enable students to become strong in mathematics even beyond their elementary school experience at Rocketship. The eight practice standards, as well as a brief summary of what proficiency looks like for each of them under the CA CCSSM, are described below.
- Make sense of problems and persevere in solving them: Proficient students will be able to explain to themselves the meaning of a problem, plan a solution pathway, consider analogous problems, monitor and evaluate progress toward a solution, and check their answers using a different method.
- Reason abstractly and quantitatively: Proficient students will be able to make sense of quantities and their relationships, create a coherent representation of the problem at hand, consider the units involved, and know how to use different properties of operations and objects.
- Construct viable arguments and critique the reasoning of others: Proficient students will make conjectures and build ways to explore them, recognize and use counterexamples, make plausible arguments about data, distinguish logical vs. flawed reasoning, justify and communicate their conclusions

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

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

- Transitional Kindergarten: (1) developing important aspects of counting, including cardinality and 1:1 correspondence, (2) sorting & classifying objects by shared attributes, (3) developing a basic understanding of geometric properties of everyday objects. Note: Per Cal. Ed. Code Section 48000(f), we have aligned our transitional kindergarten curriculum to the California Preschool Learning Foundations standards.
- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- Grade 2: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes
- Grade 3: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions; (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes.
- Grade 4: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

- Grade 5: (1) developing fluency with addition and subtraction of fractions, and developing an understanding of multiplication of fractions and division of fractions; (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

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

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

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

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

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

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

- Math meeting: Math Meeting is a daily routine in the early childhood classroom, where students practice routinized skills (e.g. oral counting), explore the calendar for math patterns, and spiral review previously taught content. At the beginning of the year, math meeting is a group exercise, while students become more independent as they become more familiar with the routine. Grade 1 students start the year with math meeting, and

transition to math board by the end of the year in preparation for Grade 2.

- Math board: Math Board is a review worksheet with a 5-6 problems aligned to previous objectives and skills. Students complete the majority of their math board the previous evening as homework and then complete 1-2 additional problems for the first 5 minutes of their math block as their "Do Now" routine. Teachers then use the remaining 10 minutes of their spiral review time to review 1-2 targeted problems as a class, focusing on key misconceptions from their formative assessment data or important background knowledge required for upcoming content. For maximum effectiveness, math board can be differentiated to reach students at different levels.

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

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

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

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

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

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

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

INSTRUCTIONAL PLANNING AND PREPARATION

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

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

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

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

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

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

For STEM scope and sequencing, please see Appendix 3.

Science and Social Studies Instruction

INTEGRATED CONTENT INSTRUCTION

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

The CA CCSS calls for history/social studies, science, and technical subjects to be integrated into K-5 reading literacy instruction. Our instructional framework is rooted in integration, with science

and social studies content appearing in not only reading but also in writing, mathematics, arts, and language instruction.

Our content instruction contains four main components.

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

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

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

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

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

<u>SOCIAL STUDIES INSTRUCTION</u>

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

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

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

SCIENCE INSTRUCTION

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

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

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

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

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

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

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

PHYSICAL EDUCATION AND ENRICHMENT

Our instructional program incorporates a number of enrichment opportunities for our Rocketeers. All students receive daily Physical Education. We have a strong focus on wellness, and as such we

align our P.E. program in accordance with E.C. 51210(g), which requires students in traditional public school in grades 1-5 to be provided with not less than 200 minutes each ten school days, exclusive of lunch and recesses. Pursuant to EC 60800 and 5 CCR 1040, we administer the Physical Fitness Test (PFT) to our fifth grade students.

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

LEARNING LAB

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

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

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

Classroom instruction is complemented with a variety of Learning Lab activities, supporting students in multiple ways as they work to master standards. For example, while tutors spend time every day teaching small-group guided reading, students also use an Online Learning Program to

read independently, leveraging the program's extensive library and using its assessments that check for comprehension. Similarly, students build fluency on math programs that allow tutors to assign work in specific areas where they see a student struggling, while others are adaptive, allowing Rocketeers to work through relevant content at their own pace. Our use of Online Learning Programs is further described below.

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

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

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

COMPONENTS OF OUR LEARNING LAB

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

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

Tutoring/Tier II Instruction:
During the learning lab block, students will also participate in small group instruction with students with similar learning needs with the Learning Lab serving as the primary space for students to receive Tier II reading interventions. Based on academic performance, our students

our grouped according to their academic need. In these leveled small groups, students receive regular tutoring on literacy skills by tutors who are utilizing research-based curricula to deliver lessons which align to students' specific learning needs.

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

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

ONLINE LEARNING PROGRAMS (OLPs)

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

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

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

- Student accountability, motivation, and engagement. Through tracking features of our various OLPs, students can assume responsibility for their own progress toward individualized learning goals.

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

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

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

adaptability, assignability, and analytics.

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

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

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

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

Our current OLP suite includes the following:

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

SOCIAL-EMOTIONAL LEARNING

We believe that students must master both academic and critical life skills to truly be successful

participants in and contributors to society. To this end, our instructional program includes a social-emotional learning curriculum as well as other initiatives to help students develop into confident, competent, self-motivated, and productive lifelong learners.

CORE VALUES

At every Rocketship campus, we teach four core values — respect, responsibility, persistence, and empathy. Additionally, most schools choose a fifth core value of its own; at RMS, this fifth value is bravery.

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

LAUNCH

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

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

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

- PBIS Lead: The PBIS Lead, leads the PBIS team and is the point of contact with the entire school leadership team to make sure Tier 1 stays top of mind, regarding the reinforcement of positive behavior.
- Data Lead: The Data Lead will enter information on negative behaviors that occur at school into an online system to analyze trends and make data-based decisions about how to shift behaviors. For example, the Data Lead may analyze data that reveals that

kindergarteners tend to get into trouble in the late afternoon toward the end of each week and help design a proactive strategy targeted for these students at this specific time period.

- Reinforcements Lead: The Reinforcements Lead is in charge of school-wide reinforcement programs such as Core Value of the Month and Student of the Month. The Reinforcements Lead also ensures that the school is reinforcing positive behaviors and giving consequences fairly and consistently.
- Staff: The Staff Lead oversees staff culture and designs programs to promote staff enjoyment, wellness, and ensure a positive environment.
- Character Education Lead: The Character lead oversee the fidelity of implementation of the social-emotional learning curricula, further described below.

SOCIAL-EMOTIONAL CURRICULUM

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

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

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

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

- The Blueprint: The blueprint is a conflict management tool that teaches students to take others' perspectives and react to a situation based on how another person is feeling.

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

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

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

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

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

SCHOOL DAY AND INSTRUCTIONAL MINUTES

SCHOOL DAY

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

INSTRUCTIONAL MINUTES

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

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

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

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

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

Figure 21

Rocketship Daily Minutes *(Illustrative)*

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

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

4	190	95	40	**325**	*60-65*	*30*	*45*	***465***
5	190	95	40	**325**	*60-65*	*30*	*45*	***465***

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

DATA-DRIVEN INSTRUCTION

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

ASSESSMENT

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

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

ANALYSIS

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

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

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific "focus" students within the challenge groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop an instructional plan for these specific students, which is intended to ensure that the student will

realize the goals that have been set for them in the next four and eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group.

GOAL SETTING AND PROGRESS

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

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

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

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

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

Furthermore, we highlight the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g., "Bears" for UC Berkeley). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate

jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college.

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

DATA TRACKING TOOLS

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

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

Schoolzilla. Rocketship also uses the cloud-based Schoolzilla data warehouse and reporting system to collect and organize student achievement, enrollment, and attendance data. Rocketship partners with Schoolzilla to build toolkits and user-friendly reports and dashboards that translate simple data into actionable information that educators can use to modify their instructional approaches. Schoolzilla incorporates data from state assessments, student assessments in Illuminate, and a broad set of other data systems across the organization to allow educators to access and understand the needs of their students in real time. Through the use of Schoolzilla, a teacher can quickly gain an understanding of which students have mastered a particular standard, and the next day group them differently for small group instruction, to re-teach to students who have not yet gained mastery.

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

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

Our objective is for Schoolzilla to be a continually-updated repository of student assessment data

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

which is sourced from online learning programs, benchmark assessments, formative assessments given by teachers, data gathered from tutoring, CCSS assessments (i.e. Smarter Balanced), and more.

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

SPECIAL POPULATIONS

AT-RISK STUDENTS

MULTI-TIERED SYSTEMS OF SUPPORT: OVERVIEW AND PURPOSE

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

1. Universal Screening: a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short- or long-term outcomes
2. Multi-Level Prevention System: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need
3. Ongoing Progress Monitoring: the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall
4. Data-Based Decision Making: the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.

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

When implemented in accordance with these guiding principles, MTSS/RtI has many potential benefits for students from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards-based curricula for all students and reduce over-identification of students with learning difficulties, which is a longstanding problem that is especially predominant among low-income and culturally diverse populations. In the article

Cultural Considerations with Response to Intervention Models, Klinger and Edwards state that RtI "…has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs…RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve." (pg.108).

MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

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

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) AT ROCKETSHIP

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

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

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

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

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

- Tier III - Intensive, Individualized Supports: Students who don't respond favorably to supports at the Tier I and Tier II levels may be referred for a more intensive level of intervention. Intervention at the Tier III level is more intensive, targeted and individualized. At Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, a Lindamood Bell curriculum that addresses phonemic awareness), and our interventions will also be more specifically targeted to the individual student (for example, developing and implementing an individualized behavior intervention plan). At the Tier III level, we may also make a referral for further assessment and evaluation to determine if the student is presenting with a disability that requires special education services and supports.

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

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

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

Ongoing Progress Monitoring. Rocketship utilizes a variety of tools to conduct ongoing progress monitoring of students participating in interventions. Students participating in Tier II and Tier III academic intervention participate in weekly progress monitoring activities using curriculum-based measurements. The STEP assessment (further described above) is also utilized to monitor the progress of students participating in reading comprehension intervention. The

progress of students participating in Check-in/Check-out is tracked daily by CICO coordinators. For our students who have a behavior intervention plan, we regularly progress monitor the frequency and duration of key student behaviors.

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

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

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

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

ACADEMICALLY HIGH-ACHIEVING STUDENTS

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

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

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

Differentiation. Differentiation describes an instructional method where instruction styles, content, and materials are targeted at the specific needs and characteristics of individual or small

groups of students. Teachers will use assessment and progress-monitoring data to plan enrichment activities with their high-performing student. These will occur both in whole-class and small-group lessons.

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

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

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

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

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

SPECIAL EDUCATION SERVICES

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

OVERVIEW

Rocketship's commitment to eliminate the achievement gap extends to all students, including

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

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

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

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

Rocketship Mateo Sheedy 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 RMS. Disability or non-disability status is not a factor for enrollment or admission. Admission is based solely on capacity at the school.

INTEGRATED SPECIAL EDUCATION

ISE Model. An Integrated Special Education approach requires schools to align educational services for students with special education needs within existing structures (grade levels, groupings, etc.) rather than through special and segregated programs. Special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each

child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access to content-driven curriculum.

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

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

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

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

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

Related Services. Rocketship provides related services, including but not limited to speech and language services, occupational therapy services, physical therapy services, and adaptive physical education as needed to meet eligible students' IEP needs. The services are provided by certified or

licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students as identified in the IEP. All services are written up in the IEP, agreed to, and fully executed by the ISE staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population.

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

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

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

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

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

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

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

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

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

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

Generally, students who do not respond to targeted pre-referral interventions after two cycles

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

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

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

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

ASSESSMENT AND REVIEW

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

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students.[5] Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision assessments are also conducted as a component of all formal special education evaluations. In the case that a parent provides outside evaluation information, the IEP team also considers this information as a component of the formal evaluation.

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

If a student is found eligible to receive special education services under one or more of the 13 qualifying conditions, the team meets to create an Individualized Education Plan for the student. The team then meets no less than annually to review the IEP, and every three years to hold a triennial IEP meeting. The team may also meet in other circumstances, including:

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

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

Every three years, a student with an IEP is re-evaluated. The triennial assessment serves two

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

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

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

IEP DEVELOPMENT

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

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

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

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

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

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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

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

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

CONSIDERATIONS FOR ENGLISH LEARNER STUDENTS

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

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

STAFFING

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

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

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

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

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

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

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

PARENT INVOLVEMENT

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

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

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

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

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

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

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

SECTION 504 PLANS

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

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

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

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

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

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

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

ENGLISH LEARNERS

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

IDENTIFICATION AND ASSESSMENT

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

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the ELPAC once each year to ELs until they are Reclassified Fluent English Proficient (RFEP), unless a student is classified as Initial Fluent English Proficient (IFEP) upon the initial ELPAC administration.[7] For more details on these classifications, please see below. ELPAC scores will be placed in the student's cumulative file.

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

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

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

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

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

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

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

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

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

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

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

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

ENGLISH LANGUAGE INSTRUCTION

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

rigorous academic English language skills.

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

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

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

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

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

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

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

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

structures, and vocabulary necessary for successful participation in academic tasks.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PARENT COMMUNICATION AND PARTICIPATION

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

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

parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

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

RECRUITMENT

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

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

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

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

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Summer. Each summer, Rocketship hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in our culture and our instructional model. This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around personalized learning and the Rocketship identity. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents in this culture, including how to empower parents as key supporters of their children's education after students graduate from Rocketship and move onto middle and

high school. This helps ensure that our students succeed to and through college. School leaders, including both Principals and Assistant Principals, participate in three weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

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

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

COACHING

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

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

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

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

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

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

Parent Metrics. Teachers are also evaluated on the percentage of home visits completed and the percentage of parents completing 20 partnership hours. (For more information on parent participation at Rocketship, please see Element D below.)

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

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

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

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

TEACHER RETENTION AND COMPENSATION

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

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

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

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

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

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

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

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

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

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

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

those goals.

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

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

Governing Law: "The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." — Education Code Section 47605(b)(5)(B).

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." — Education Code Section 47605(b)(5)(C).

ELEMENT B: MEASURABLE OUTCOMES

Pursuant to Education Code Section 47605(b)(5)(B), the following chart describes RMS' measurable outcomes and corresponding methods of assessment that align with the state priorities, and goals and actions to achieve the state priorities, as identified in Element A of this charter.

State Priority 1 – Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A: Teachers	
Goals to Achieve Subpriority	Rocketship will identify, attract, and build the capacity of

	teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and credentialed.	
Measurable Outcomes	1. 100% of teachers are appropriately assigned. 2. 100% of teachers are appropriately credentialed.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.	RPS Human Resources (HR); Principal
Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.	Successful completion of a rigorous interview process that incorporates feedback from Rocketship's Recruitment Team and multiple stakeholders including school leaders, other teachers, and parents.	RPS Recruitment Team; HR; Principal
Subpriority B: Instructional Materials		
Goals to Achieve Subpriority	All Rocketship students, including all subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.	
Measurable Outcomes	100% of Rocketship students have access to up-to-date, standards-aligned instructional materials in their classrooms	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
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.	Annual review (and other periodic reviews as necessary) of standards-aligned materials by Rocketship's Achievement Team, Schools Team, and school leaders. Annual budget review and allocation.	RPS Achievement Team, Schools Team, school leaders

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 Education Code §17002.	
Measurable Outcomes	Exemplary rating according to Annual Facility Inspection Reports, with no deficiencies or extreme deficiencies.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Maintain and update facilities as needed to provide a safe, clean learning environment.	Annual Facility Inspection; daily spot checks; regular walkthroughs by custodial staff.; facility inspection checklists prepared by Business Operations Manager	RPS Facilities Team; RPS Schools Team; Principal; Business Operations Manager
Address safety hazards immediately and refer general needs items to the Board for review and prioritization.	Annual Facility Inspection; regular facility inspections to screen for safety hazards; facility inspection checklists prepared by Business Operations Manager	RPS Facilities Team; RPS 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 intellectual preparation and unit planning materials as described in this charter. Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.	Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned. Professional development calendar reflecting specific CCSS-implementation sessions.	RPS Achievement Team; RPS Schools Team; School Leaders
Subpriority B: EL Students and Academic Content Knowledge		
Goals to Achieve Subpriority	100% of English learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English learner and other subgroups.	
Measurable Outcomes	1. Rocketship EL Students perform at levels of proficiency equal to or exceeding the local school district on annual CAASPP tests. 2. 100% of students, including 100% of all subgroups, have access to CCSS-aligned instruction and materials. 3. 100% of teachers receive professional development on scaffolding CCSS instruction for ELs. 4. 100% of teachers receive training in best practices to improve English language proficiency.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results; EL student cumulative folders	Principal; teachers

Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.	Professional development schedules.	RPS Achievement Team; School Leaders
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide a broad range of high-quality, standards-aligned instructi\'onal resources that facilitate ELs' access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD standards.	Professional development schedules. Annual inventory of instructional materials and assessments.	RPS Achievement and Schools Teams; School Leaders
Subpriority C: EL Students and English Language Proficiency		
Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.	
Measurable Outcomes	English Learner Progress Indicator 87.5%	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	RPS Achievement Team; Principal; teachers
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	ELPAC results. Results from other interim assessments as described in this charter.	RPS Achievement Team; RPS Analytics Team; School Leaders; teachers
Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to	Professional development schedules	RPS Achievement Team; School Leaders

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.	
Measurable Outcomes	1. Parent service on the regional advisory board, as prescribed by this charter and Rocketship policies. 2. Parent service on the School Site Council, as prescribed by this charter and Rocketship policies. 3. Parent service on the English Learner Advisory Council, as prescribed by this charter and Rocketship policies. 4. Parent participation in community meetings. 5. Parent responses on the annual Parent Survey indicate satisfaction with their relationship with Rocketship teachers, staff members, and community.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter.	Membership rosters.	RPS Board of Directors; RPS Growth & Community Engagement Team; RPS Schools Team School Leaders
Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings.	Parent Surveys. Meeting minutes. Attendance rosters at school events.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders

Subpriority B: Promote Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	1. Percentage of parents attending an average of at least one school event per month: maintain above 47% 2. Parent satisfaction: 78% 3. Number of community meetings each year: at least 5 meetings 4. Number of parent conferences: at least 3 Note: In accordance with Ed Code 47605(b) and (n), parental involvement shall not be a requirement for acceptance to, or continued enrollment at, the Charter School.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings	Parent participation logs. Attendance roster at school events.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders
Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.	Translated documents provided to parents.	School Leaders; Office Manager
Subpriority C: LCAP		
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.	
Measurable Outcomes	Input from parents representative of all student subgroups, including Hispanic, Asian, 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	Annual LCAP. Parent meeting minutes. Parent Survey.	RPS Growth & Community Engagement Team; RPS Schools Team School Leaders

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

Subpriority A: CAASPP

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

	2019-20	
	ELA	Math
CAASPP Overall	41%	48%
CAASPP EL	41%	48%
CAASPP SED	41%	48%

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Implementation of the CCSS aligned curriculum and	Review of yearly, unit, and daily planning and preparation materials.	RPS Achievement Team; RPS Schools

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 assessment materials. Professional development schedules. Collaborative meetings among school leaders, teachers, and other service providers (i.e. ILSs, Education Specialist)	Team; School Leader; Education Specialist
Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.	Interim standards-aligned benchmark assessments. CAASPP results.	RPS Achievement Team; RPS Schools Team; RPS Analytics Team; School Leaders
Subpriority C: EL Proficiency Rates		
Goals to Achieve Subpriority	EL students will make progress toward EL proficiency each year.	
Measurable Outcomes	English Learner Progress Indicator 87.5%	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor EL students to assure they are making expected progress. Use the new CCSS ELD standards to guide instruction of EL students. Train teachers in SDAIE and GLAD strategies.	Reading, Writing, and Math formative assessments, ELPAC scores. Student progress reports. Review of yearly, unit, and daily lesson plans.	RPS Achievement Team; School Leaders; teachers

Subpriority D: EL Reclassification Rates		
Goals to Achieve Subpriority	RMS EL students will become proficient in English and reclassified such that they are no longer designated as English learners.	
Measurable Outcomes	Reclassification rate increases by one percentage point per year above the average for the next three years (i.e. Year 1 = average rate + 1; Y2 = avg. rate + 2; Y3 = avg. rate + 3)	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Classroom teachers and ILSs provide scaffolded supports to EL students to help them to become proficient in English and to become reclassified. Students continue to be monitored classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support. Train teachers in SDAIE and GLAD strategies.	Reclassification statistics. Formative assessments in reading, writing, math. ELPAC	RPS 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	RMS will maintain a high average daily attendance rate, school wide and for all subgroups.	
Measurable Outcomes	ADA rates are above 95%, school-wide and for all subgroups.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor attendance reports. Educate parents and students about the importance of daily attendance.	Monthly attendance reports. Parent outreach materials.	RPS Operations Team; School Leaders; Business Operations Manager; Office Manager
Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	Satisfaction surveys. Community meetings.	RPS Schools Team; School Leaders
Hold conferences with parents of students who regularly miss school.	Parent conference records	Principal; teachers
Subpriority B: Student Absenteeism		
Goals to Achieve Subpriority	RMS will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.	
Measurable Outcomes	Student chronic absenteeism < 10.0%	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.	Review of instructional plans and materials. Bell schedules.	RPS Schools Team; School Leaders; Teachers

State Priority 6 – School Climate School climate, as measured by all of the following, as applicable: *A.* Pupil suspension rates *B.* Pupil expulsion rates *C.* Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness		
Subpriority A: Pupil Suspension Rates		
Goals to Achieve Subpriority	RMS will minimize pupil suspension rates by implementing various methods to help students who are struggling school wide and for all subgroups.	
Measurable Outcomes	Suspension rates lower than surrounding district schools with similar demographics, school-wide and for all subgroups.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curriculum incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and service providers. Annual School Accountability Report Card.	RPS Schools Team; School Leaders; Teachers
Subpriority B: Pupil Expulsion Rates		
Goals to Achieve Subpriority	RMS will minimize pupil expulsion by implementing various methods to support students who are struggling.	
Measurable Outcomes	RMS will maintain an annual expulsion rate of less than	

	3.6%, school-wide and for all subgroups.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula are incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and service providers. Annual School Accountability Report Card.	RPS Schools Team; School Leaders; Teachers

State Priority 7 – Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))		
Goals to Achieve Priority	RMS will provide all students, including all subgroups, access to a broad course of study.	
Measurable Outcomes	1. 100% of students, including 100% of students in all subgroups, receive instruction in English, mathematics, social sciences, science, visual and performing arts, and health. 2. 100% of students, including all subgroups, are provided PE classes 200 minutes every two weeks.	
Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health,	Bell schedule. Review of yearly, unit,	RPS Schools Team; RPS Achievement Team; School Leaders

and physical education (PE).	and daily lesson plans.	
Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedules.	RPS Achievement Team; RPS Schools Team; School Leaders

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

Subpriority A: English

Goals to Achieve Subpriority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.	
Measurable Outcomes	CAASPP Proficiency Rates 2018-19 (from LCAP): CAASPP Overall: 41 CAASPP EL: 41 CAASPP SED: 41	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided reading, Writer's Workshop) as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups.	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data. CAASPP and ELPAC.	RPS Schools Team; RPS Achievement Team; School Leaders; Teachers

<table>
<tr><td>Systematically monitor progress of all students.</td><td></td><td></td></tr>
<tr><td colspan="3">Subpriority B: Mathematics</td></tr>
<tr><td>Goals to Achieve Subpriority</td><td colspan="2">All students, including all subgroups, will acquire mathematical skills.</td></tr>
<tr><td>Measurable Outcomes</td><td colspan="2">CAASPP Proficiency Rates 2018-19 (from LCAP):

<table><tr><td>CAASPP Overall</td><td>48</td></tr><tr><td>CAASPP EL</td><td>48</td></tr><tr><td>CAASPP SED</td><td>48</td></tr></table></td></tr>
<tr><td>Actions to Achieve Goal</td><td>Methods of Assessment</td><td>Person(s) Responsible</td></tr>
<tr><td>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.</td><td>Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data.

CAASPP.</td><td>RPS Schools Team; RPS Achievement Team; School Leaders; Teachers</td></tr>
<tr><td colspan="3">Subpriority C: Social Studies</td></tr>
<tr><td>Goals to Achieve Subpriority</td><td colspan="2">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.</td></tr>
</table>

Measurable Outcomes	1. School provides standards-aligned instructional materials with focus on nonfiction and vocabulary study in social studies 2. School provides standards-aligned professional development with focus nonfiction and vocabulary study in social studies 3. 100% of full-time teachers have appropriate credentials	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Social Studies will be incorporated into ELA/Literacy instruction. Nonfiction block will include social studies texts. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	Yearly, unit, and daily lesson plans.	RPS Achievement Team; School Leaders; teachers
Subpriority D: Science		
Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.	
Measurable Outcomes	1. School provides standards-aligned instructional materials 2. School provides standards-aligned professional development 3. 100% of full-time teachers have appropriate credentials	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block. NGSS-aligned science concepts will be incorporated into Mathematics instruction.	Yearly, unit, and daily lesson plans. NGSS-aligned unit assessments. CST for Science for 5th grade students (as applicable under	RPS Achievement Team; School Leaders; teachers

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.	CAASPP testing requirements)	
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.	RPS Achievement Team; School Leaders; teachers

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

ELEMENT C: ASSESSMENT MEASURES

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

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

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

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

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

Summative assessments will take place in English/Language Arts and Mathematics at the end of the year in the form of Smarter Balanced tests. Additional summative assessments will include end-of-year leveled reading assessments, cumulative math assessments, and writing checklists,

which can be compared to the baseline assessments from the beginning of the year. These will be year-end leveled reading assessments, cumulative math assessments, and writing checklists.

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

Rocketship's current assessments are as follows:

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

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

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

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

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

- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using unit assessments from the science program we choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of

presentations or projects. There will also be assessments at the end of transdisciplinary units such as project rubrics, written checklists, and/or performance tasks.

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

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

USE AND REPORTING OF DATA

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

REPORTING TO PARENTS/GUARDIANS

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

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

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

ELEMENT D: GOVERNANCE STRUCTURE

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

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

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

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

GOVERNANCE STRUCTURE

BOARD OF DIRECTORS

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

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

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

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

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

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

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

BOARD OF DIRECTORS

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

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

The Board will be comprised of the following individual officers:

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

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

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

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

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

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

BOARD DUTIES

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

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

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

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

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

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

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

BOARD MEETINGS AND TRAININGS

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

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

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

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

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

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

REGIONAL ADVISORY BOARDS

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

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

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

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

PARENT PARTICIPATION

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

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

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

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

SCHOOL SITE COUNCIL

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

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

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

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

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

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

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

ENGLISH LEARNER ADVISORY COMMITTEE

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

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

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

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

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

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

DETERMINING SUCCESS OF PARENT INVOLVEMENT

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

- Enlisting parent leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving strong family attendance at school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to RMS.
- Encouraging each RMS family to complete volunteer hours at the school per year: As described above, RMS parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. However, in accordance with Education Code Section 47605(d)(2)(B)(iv), parental involvement is NOT required for acceptance to, or continued enrollment at, any Rocketship charter school. Pursuant to Education Code Section 47605(n), the Charter School will affirmatively notify current and prospective parents of this during the application and enrollment process and at the beginning of every school year.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

Rocketship recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(d)(1), Rocketship shall be nonsectarian in its employment practices and all other operations. Rocketship shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

All Rocketship teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Rocketship will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring.

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

PRINCIPAL

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

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

***Responsibilities*:**

- Foster a rigorous and college preparatory environment that ensures high levels of student

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

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

<u>ASSISTANT PRINCIPAL</u>

RMS has two Assistant Principals, focused full-time on the implementation of RMS's academic systems and mentoring teachers to improve their effectiveness.

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

***Responsibilities*:**

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Ensure over a year's worth of progress for all Rocketeers annually through rigorous coaching and PD
- Drive student achievement results through regular 1:1 coaching sessions with select staff members
- Oversee the implementation of a rigorous and highly personalized curriculum in classrooms of coached educators
- Oversee and supervise the ILSs and the Learning Lab
- Promote collaborative problem solving and open communication among teaching staff members
- Ensure Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued
- Lead and/or contribute to the design and implementation of weekly staff professional development and collaborative planning time
- Identify, celebrate, codify, and share instructional best practices across the school and network
- Implement and share educator coaching and development best practices with other members of the school leadership team
- Assist in the management of school-based Integrated Service Education 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 RMS's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Demonstrated the desire and ability to mentor young teachers. Teaching adults is

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

CORE CLASSROOM TEACHERS

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

RMS shall comply with Education Code Section 47605(l), which states:

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

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

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

Responsibilities

- A full day of teaching, primarily within the academic areas in which they focus their

teaming;
- Mentoring and instructional advice for their peers, especially other educators, to help them develop the skills needed to progress as educators.

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

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

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

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

<u>EDUCATION SPECIALIST</u>

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

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

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

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

<u>INDIVIDUALIZED LEARNING SPECIALISTS</u>

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

Responsibilities
- Motivate students to participate in learning activities; create a positive student culture around online learning and small group tutoring; maintain high behavioral expectations for all students
- Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations
- Actively "coach" students on all computer programs and ensure that the educational software used in the lab effectively meets the needs of students; perform targeted individual interventions and assist struggling students on computer programs

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

Qualifications

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

<u>PARAPROFESSIONAL</u>

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

Responsibilities

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

Qualifications

- A team player who is detail-oriented, resourceful and able to manage his/her responsibility with confidence and discretion
- Interpersonal skills using tact, patience and courtesy
- Willingness to implement positive behavior support plans

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

OCCUPATIONAL THERAPIST

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

Responsibilities:

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

Qualifications:

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

SCHOOL PSYCHOLOGIST

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

Responsibilities:

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

Qualifications:

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

SPEECH-LANGUAGE PATHOLOGIST

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

Responsibilities:

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

Qualifications

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

OFFICE MANAGER

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

Responsibilities:

- Recording attendance
- Primary responsibility for input of Free and Reduced Lunch information into the student database
- Managing the office
- Overseeing purchases of materials
- Doing day to day bookkeeping
- Managing the schedules of the Principal

- Serving as first point of contact for Parents contacting RMS.

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

<u>BUSINESS OPERATIONS MANAGER</u>

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

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

Qualifications

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

<u>OPERATIONS TEAM MEMBER</u>

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

Responsibilities

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

Qualifications

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

ELEMENT F: HEALTH AND SAFETY PROCEDURES

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

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."

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

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

FINGERPRINTING/BACKGROUND CHECK

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

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

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

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

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

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

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

VISION/HEARING/SCOLIOSIS

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

COMPREHENSIVE SCHOOL SAFETY PLAN

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

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

BULLYING PREVENTION

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

NUTRITIONALLY ADEQUATE MEALS

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

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

BLOOD-BORNE PATHOGENS

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

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

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

DRUG-FREE/SMOKE-FREE ENVIRONMENT

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

FACILITY

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

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

COMPREHENSIVE ANTI-DISCRIMINATION AND SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

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

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

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

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

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d)."

- Education Code Section 47605(b)(5)(H)

RMS 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.

RMS shall be an open enrollment and tuition-free charter public school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into RMS. RMS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Pursuant to Education Code 47605(d), Rocketship shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Pursuant to Education Code 47605(d)(4), Rocketship shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Rocketship shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. Rocketship shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code 47605(d)(2).

Pursuant to Education Code 47605(d)(2)(B)(iv), parental volunteer hours shall NOT be required as a condition for admission or continued enrollment.

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open application period each year,

applications shall be counted to determine whether more students have applied than the Charter School has capacity. RMS shall admit all students who wish to attend the Charter School subject only to capacity. In the event that capacity is exceeded, RMS will hold a public random drawing, further described below, to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed admission in the following school year.

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

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

LOTTERY POLICIES AND PROCEDURES

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

1. Siblings of students currently admitted to or currently attending RMS
2. Children of staff, teachers, and founders of RMS (not to exceed 10% of total enrollment)
3. Residents of the San Jose Unified School District
4. Other California residents

Pursuant to Education Code 47605(d)(2), preferences shall be consistent with federal law, the California Constitution, and Section 200.Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

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

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

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

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

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

ELEMENT I: FINANCIAL AUDIT

Governing Law: "The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." -- Education Code Section 47605(b)(5)(I)

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

An annual audit of Rocketship's books and records will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). Rocketship's books and records will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

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

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

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." -- Education Code Section 47605(b)(5)(J)

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

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

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

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

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

Grounds for Suspension and Expulsion

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

<u>Discretionary Suspension or Expellable Offenses</u>

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or blade unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Students in grades K-3 may not be suspended for disruption or willful defiance. No student in grades K-5 may be expelled for willful defiance.
12. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
17. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile

court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.

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

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

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

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

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

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

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

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

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

iii. An act of cyber sexual bullying.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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

Expulsion Procedures

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

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

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel or the Academic Affairs Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to

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

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

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

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

Written Notice to Expel

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

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

Right to Appeal

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

Expelled Students/Alternative Education

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

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

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

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

Notice to Teachers

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

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

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

Due Process Appeals

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

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

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

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

Special Circumstances

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

ELEMENT K: RETIREMENT SYSTEMS

Governing Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." -- Education Code Section 47605(b)(5)(K)

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

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

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend RMS. Students who reside within the San Jose Unified School District may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing District enrollment and transfer policies.

Parents and guardians of each student enrolled in RMS will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: "The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."-- Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at RMS. Employees of the school district who choose to leave the employment of school district to work at RMS will have no automatic rights of return to the school district after employment by Rocketship unless

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

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

ELEMENT N: DISPUTE RESOLUTION PROCESS

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

-Education Code Section 47605(b)(5)(N)

The intent of our dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the authorizer, and (3) ensure a fair and timely resolution to disputes.

The following process is proposed by RMS to meet the requirements of Education Code Section 47605(b)(5)(N) with the understanding that RMS may present revisions for SCCOE consideration and approval either as part of the MOU or as a revision to this charter.

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

INTERNAL DISPUTES

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND SCCOE

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

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

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

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

ELEMENT O: CLOSURE PROCEDURES

Governing Law: *"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records."* *--Education Code Section 47605(b)(5)(O)*

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

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

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

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

closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close RMS.

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

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

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

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

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

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

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

BUSINESS OPERATIONS

Governing Law: *"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." -- Education Code Section 47605(g)*

BUDGETS AND CASH FLOW

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

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

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

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

transferred in the month of March.

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

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

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

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

FINANCIAL REPORTING

Rocketship shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by SCCOE:

- By July 1, a preliminary budget for the current fiscal year.

- By July 1, an annual update required pursuant to Education Code Section 47606.5.

- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

- By September 15, a final unaudited report for the full prior year. The report submitted to SCCOE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

- All attendance reports: 20 day, P-1, P-2 and annual.

- All additional reporting as agreed to, in writing, as part of an MOU between SCCOE and Rocketship.

INSURANCE

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

ADMINISTRATIVE SERVICES

Governing Law: "The manner in which administrative services of the charter school are to be provided." -- Education Code Section 47605(g)

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

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting
- Creation of the student management system used to keep student's daily, periodic, and annual academic results

- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

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

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

FACILITIES

Governing Law: "The governing board shall require that the petitioner or petitioners provide information regarding…the facilities to be used by the charter school." -- Education Code Section 47605(g).

RMS is currently located at 788 Locust Street, San Jose, CA 95110. The Charter School intends to remain located at this site throughout the duration of this charter.

POTENTIAL CIVIL LIABILITY EFFECTS

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

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

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

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

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

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

CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with SCCOE to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with SCCOE to answer any concerns over this document and to present SCCOE with the strongest possible proposal for renewal of a charter for a five-year term to begin July 1, 2019. In order to comply with rigorous SCCOE charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 1, are not intended to be incorporated by reference into the petition, but are provided to ensure that SCCOE has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter. Appendix 1 is fully incorporated into this Petition.

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

Should this petition not be renewed, the Petitioners will file an appeal with the State Board of Education.

Should this petition be granted, the Petitioners will submit a notice of approval and any other

required documents to the California Department of Education.

Rocketship Mateo Sheedy	Year of School Operation				
	2019-20	2020-21	2021-22	2022-23	2023-24
ENROLLMENT AND ATTENDANCE ASSUMPTIONS					
Enrollment					
TK	15	15	15	15	15
Kindergarten	90	90	90	90	90
1st Grade	75	90	90	90	90
2nd Grade	90	75	90	90	90
3rd Grade	75	90	80	90	90
4th Grade	105	85	90	75	90
5th Grade	90	95	85	90	75
Total Enrollment	**540**	**540**	**540**	**540**	**540**
Average Daily Attendance (%) - TK - 5th	95%	95%	95%	95%	95%
Average Daily Attendance (Total)	513	513	513	513	513
Free and Reduced Meals Students (%)	89.40%	89.40%	89.40%	89.40%	89.40%
Free and Reduced Meals Students (Enrollment)	483	483	483	483	483
Free and Reduced Meals Students (ADA)	459	459	459	459	459
English Language Learners (%)	50.40%	50.4%	50.4%	50.4%	50.4%
English Language Learners (Enrollment)	272	272	272	272	272
English Language Learners (ADA)	259	259	259	259	259
Number of School Days	180	180	180	180	180
REVENUE ASSUMPTIONS					
State Funding					
General Purpose Block Grant	$9,739	$10,026	$10,316	$10,316	$10,316
In Lieu of Property Tax	77.90%	77.9%	77.9%	77.9%	77.9%
Prop30 EPA	2.06%	2.06%	2.06%	2.06%	2.06%
Mandate Block Grant	$16	$16	$16	$16	$16
Lottery - Unrestricted	$140	$140	$140	$140	$140
Lottery - Restricted for Instructional Materials	$41	$41	$41	$41	$41
State Lunch Reim 70%	$0.53	$0.53	$0.53	$0.53	$0.53
After School Education and Safety Program Gra	$112,500	$112,500	$112,500	$112,500	$112,500
SB740 Facilities Subsidy (ADA)	$1,147	$1,147	$1,147	$1,147	$1,147
SPED Revenue	$545	$545	$545	$545	$545
Federal Funding					
Title I Compensatory Education	$352	$352	$352	$352	$352
Title II	$3,800	$3,800	$3,800	$3,800	$3,800
Title III	$99	$99	$99	$99	$99
IDEA	$139	$139	$139	$139	$139
National School L 70%	$2.7	$2.7	$2.7	$2.7	$2.7
National School L 100%	$1.5	$1.5	$1.5	$1.5	$1.5
Fundraising / Other					
STAFFING & COMPENSATION ASSUMPTIONS					
School Staffing					
Teachers per Grade					
TK	1.00	1.00	1.00	1.00	1.00
K	3.00	3.00	3.00	3.00	3.00
1	2.50	2.50	2.50	2.50	2.50

2		2.50	2.50	2.50	2.50	2.50
3		3.00	3.00	3.00	3.00	3.00
4		3.00	3.00	3.00	3.00	3.00
5		3.00	3.00	3.00	3.00	3.00
ISE		2.00	2.00	2.00	2.00	2.00
Required Teachers		**20.00**	**20.00**	**20.00**	**20.00**	**20.00**
Certificated Administrator FTEs						
Principal		1.00	1.00	1.00	1.00	1.00
Assistant Principal		2.00	2.00	2.00	2.00	2.00
Total Certificated Administrator FTEs		**3.00**	**3.00**	**3.00**	**3.00**	**3.00**
Classified Staff FTEs						
Office Manager		1.00	1.00	1.00	1.00	1.00
BOM		1.00	1.00	1.00	1.00	1.00
Enrichment Staff Coordinator		3.00	3.00	3.00	3.00	3.00
Tutors/ILSs		2.00	2.00	2.00	2.00	2.00
Para-Professionals		3.00	3.00	3.00	3.00	3.00
Support Staff		5.00	5.00	5.00	5.00	5.00
Total Classified Staff FTEs		**15.00**	**15.00**	**15.00**	**15.00**	**15.00**
Total Certificated FTEs		23.00	23.00	23.00	23.00	23.00
Total Classified FTEs		15.00	15.00	15.00	15.00	15.00
Total FTEs		**38.00**	**38.00**	**38.00**	**38.00**	**38.00**

Salaries	**Base Salary**					
Principal	$125,745	$125,745	$127,002	$128,272	$129,555	$130,851
Assistant Principa	$98,980	$98,980	$99,970	$100,969	$101,979	$102,999
Teacher	$69,975	$69,975	$70,675	$71,381	$72,095	$72,816
ISE Teacher	$69,975	$69,975	$70,675	$71,381	$72,095	$72,816
Office Manager	$66,155	$66,155	$66,817	$67,485	$68,160	$68,841
BOM	$83,325	$83,325	$84,158	$85,000	$85,850	$86,708
Enrichment Staff	$35,875	$35,875	$36,234	$36,596	$36,962	$37,332
Tutors/ILSs	$40,049	$40,049	$40,449	$40,854	$41,263	$41,675
Para-Professional	$40,079	$40,079	$40,480	$40,885	$41,293	$41,706
Lunch Workers	$31,680	$31,680	$31,680	$31,997	$32,317	$32,640
COLA	Yes	0%	1%	1%	1%	1%

Benefits						
Health Benefits Cost Per Employee		$7,500	$7,500	$7,500	$7,500	$7,500
Workers Compensation		1.80%	1.8%	1.8%	1.8%	1.8%
Medicare		1.50%	1.5%	1.5%	1.5%	1.5%
Social Security / FICS - Classified Staff		6.20%	6.2%	6.2%	6.2%	6.2%
Retirement - Certificated Staff (STRS)		17.10%	19.10%	19.1%	19.1%	19.1%
403(b) Match		1%	1.0%	1.0%	1.0%	1.0%
PTO Payout - Tea	100%	$1,615	$1,615	$ 1,615	$ 1,615	$ 1,615
PTO Payout - ILSs	100%	$842	$842	$ 842	$ 842	$ 842

STATEMENT OF ACTIVITIES

	2019-20	2020-21	2021-22	2022-23	2023-24
State Revenue					
General Purpose Block Grant	1,001,220	1,030,725	1,060,538	1,060,538	1,060,538
In Lieu of Property Tax	3,891,967	4,006,660	4,122,552	4,122,552	4,122,552
Prop 30 EPA	102,920	105,953	109,017	109,017	109,017
Mandate Block Grant	8,208	8,208	8,208	8,208	8,208
Lottery	92,853	92,853	92,853	92,853	92,853
State Lunch Reimbursements	34,258	34,258	34,258	34,258	34,258
After School Education and Safety Program Gra	112,500	112,500	112,500	112,500	112,500
SB740 Facilities Subsidy	588,411	588,411	588,411	588,411	588,411

Common Core & Prop 39	-	-	-	-	-
SPED Revenue	279,585	279,585	279,585	279,585	279,585
Total State Revenue	**6,111,922**	**6,259,153**	**6,407,923**	**6,407,923**	**6,407,923**
Federal Revenue					
Title I	161,435	161,435	161,435	161,435	161,435
Title II	3,800	3,800	3,800	3,800	3,800
Title III	25,597	25,597	25,597	25,597	25,597
IDEA	35,306	71,307	71,307	71,307	71,307
National School Lunch Program	175,815	175,815	175,815	175,815	175,815
National School Lunch Program - Breakfast	139,433	139,433	139,433	139,433	139,433
Total Federal Revenue	**541,386**	**577,387**	**577,387**	**577,387**	**577,387**
Other Grants & Fundraising					
Other Fundraising and Donations	37,508	37,508	37,508	37,508	37,508
Total Grants and Fundraising	**37,508**	**37,508**	**37,508**	**37,508**	**37,508**
Other Revenue					
Local Food Service Revenue	11,581	11,581	11,581	11,581	11,581
Total Other Revenue	**11,581**	**11,581**	**11,581**	**11,581**	**11,581**
Eligible Revenue for Management Fee	*6,191,302*	*6,374,534*	*6,523,304*	*6,523,304*	*6,523,304*
Total Revenues	**6,702,397**	**6,885,629**	**7,034,399**	**7,034,399**	**7,034,399**
	12,411.85	12,751	13,027	13,027	13,027
Expenses					
Salaries					
Certificated Salaries					
Principal	125,745	127,002	128,272	129,555	130,851
Assisstant Principal	197,960	199,940	201,939	203,958	205,998
Teachers	1,259,550	1,272,146	1,284,867	1,297,716	1,310,693
ISE Teachers	139,950	141,350	142,763	144,191	145,633
Other ISE Staff	125,500	125,500	125,500	125,500	125,500
Total Certificated Salaries	**1,848,705**	**1,865,937**	**1,883,341**	**1,900,920**	**1,918,674**
Classified Salaries					
Office Manager	66,155	66,817	67,485	68,160	68,841
BOM	83,325	84,158	85,000	85,850	86,708
Enrichment Staff Coordinator	107,625	108,701	109,788	110,886	111,995
Tutors/ILSs	80,098	80,899	81,708	82,525	83,350
Para-Professionals	120,237	121,439	122,654	123,880	125,119
Support Staff (Incl. Hourly Staff &	158,400	158,400	159,984	161,584	163,200
Total Classified Salaries	**615,840**	**620,414**	**626,619**	**632,885**	**639,214**
Total Salaries	**2,464,545**	**2,486,351**	**2,509,960**	**2,533,805**	**2,557,888**
Benefits					
Health Benefits	285,000	285,000	285,000	285,000	285,000
Workers Compensation	44,362	44,754	45,179	45,608	46,042
OASDI/Med/Alt	75,150	75,761	76,500	77,246	78,000
Retirement - Certificated Staff (STRS)	316,129	356,394	359,718	363,076	366,467
403(b) Match	24,645	24,864	25,100	25,338	25,579
PTO Payout - Teachers	29,070	29,070	29,070	29,070	29,070
PTO Payout - ILSs	1,684	1,684	1,684	1,684	1,684
Total Benefits	**776,040**	**817,527**	**822,251**	**827,022**	**831,841**
Total Comp	**3,240,585**	**3,303,878**	**3,332,211**	**3,360,827**	**3,389,729**
Books & Supplies					
Curriculum	95,745	95,745	95,745	95,745	95,745
Instructional Supplies	97,603	97,603	97,603	97,603	97,603
Non-Instructional Supplies	41,362	41,362	41,362	41,362	41,362

Software Programs (Administrative & Assessme	27,781	27,781	27,781	27,781	27,781
Student Computer Equipment	41,394	41,394	41,394	41,394	41,394
Other Non-Capitalized Equipment & Furniture	21,365	21,365	21,365	21,365	21,365
Total Books & Supplies	**325,250**	**325,250**	**325,250**	**325,250**	**325,250**
Food Service					
Student Food Services	348,389	348,389	348,389	348,389	348,389
Total Food Service	**348,389**	**348,389**	**348,389**	**348,389**	**348,389**
Other Operating Expenses					
Travel & Conferences	4,590	4,590	4,590	4,590	4,590
Dues & Memberships	4,573	4,573	4,573	4,573	4,573
Communications	28,766	28,766	28,766	28,766	28,766
Insurance	13,744	13,744	13,744	13,744	13,744
Utilities	66,810	66,810	66,810	66,810	66,810
Copier Leases	64,720	64,720	64,720	64,720	64,720
Facility Maintenance & Repairs	62,120	62,120	62,120	62,120	62,120
Facility Lease Expense	868,389	868,389	868,389	868,389	868,389
Total Other Operating Expenses	**1,113,712**	**1,113,712**	**1,113,712**	**1,113,712**	**1,113,712**
Professional Services					
Professional Development	84,302	84,302	84,302	84,302	84,302
SPED Consultants	33,255	33,255	33,255	33,255	33,255
Other Consultants	130,000	130,000	130,000	130,000	130,000
IT Support	25,000	25,000	25,000	25,000	25,000
Custodial Services	61,800	61,800	61,800	61,800	61,800
Health & Testing	3,000	3,000	3,000	3,000	3,000
After School Program	150,000	150,000	150,000	150,000	150,000
Substitutes	45,902	45,902	45,902	45,902	45,902
Field Trips	38,500	38,500	38,500	38,500	38,500
Other Services	27,017	27,017	27,017	27,017	27,017
Authorizer Oversight	49,298	49,298	49,298	49,298	49,298
SPED Admin Fee	13,976	13,976	13,976	13,976	13,976
Central Office Allocation Fee	928,695	956,180	978,496	978,496	978,496
Total Professional Services	**1,590,745**	**1,618,230**	**1,640,546**	**1,640,546**	**1,640,546**
Capital Outlay	45,675	45,675	45,675	45,675	45,675
Interest	-	-	-	-	-
TOTAL EXPENSES	**6,664,356**	**6,755,134**	**6,805,782**	**6,834,398**	**6,863,300**
INCREASE/DECREASE OF NET ASSETS	**38,041**	**130,495**	**228,617**	**200,001**	**171,099**

	Unit	1000				
		2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**
a	***Enrollment & ADA***					
	Projected Enrollment by Grade					
	Transitional Kindergarten	15	15	15	15	15
	Kindergarten	90	90	90	90	90
	1st Grade	75	90	90	90	90
	2nd Grade	90	75	90	90	90
	3rd Grade	75	90	80	90	90
	4th Grade	105	85	90	75	90
	5th Grade	90	95	85	90	75
	Total	**540**	**540**	**540**	**540**	**540**
	Average Daily Attendance					
	ADA %	95%	95%	95%	95%	95%
	Total	**513**	**513**	**513**	**513**	**513**

		2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**
		0	*0*	*0*	*0*	*0*
b	***Summary of Revenue Programs*** *(Thousands)*					
	State Revenue	$6,112	$6,259	$6,408	$6,408	$6,408
	Federal Revenue	$541	$577	$577	$577	$577
	Local Revenue	$12	$12	$12	$12	$12
	Philanthropy	$38	$38	$38	$38	$38
	Total Revenues	**$6,702**	**$6,886**	**$7,034**	**$7,034**	**$7,034**
	State % of Revenues	*91.2%*	*90.9%*	*91.1%*	*91.1%*	*91.1%*
	Revenues per ADA	*$13,065*	*$13,422*	*$13,712*	*$13,712*	*$13,712*

		2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**
		0	*0*	*0*	*0*	*0*
c	***State Revenues*** *(Thousands)*					
	LCFF - State Aide	$1,001	$1,031	$1,061	$1,061	$1,061
	In Lieu of Property Tax	$3,892	$4,007	$4,123	$4,123	$4,123
	Prop 30 EPA	$103	$106	$109	$109	$109

Mandate Block Grant	$8	$8	$8	$8	$8
California Lottery	$93	$93	$93	$93	$93
State Lunch Reimbursements	$34	$34	$34	$34	$34
After School Education and Safety Program	$113	$113	$113	$113	$113
SB740 Facilities Subsidy	$588	$588	$588	$588	$588
One-time Funding	-	-	-	-	-
SPED State Revenue	$280	$280	$280	$280	$280
Total State Revenue	**$6,112**	**$6,259**	**$6,408**	**$6,408**	**$6,408**

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	*0*	*0*	*0*	*0*
d ***Federal Revenues*** *(Thousands)*					
Title I	$161	$161	$161	$161	$161
Title II	$4	$4	$4	$4	$4
Title III	$26	$26	$26	$26	$26
IDEA	$35	$71	$71	$71	$71
National School Lunch Program	$315	$315	$315	$315	$315
Total Federal Revenue	**$541**	**$577**	**$577**	**$577**	**$577**

	2019-20	2020-21	2021-22	2022-23	2023-24
e ***Summary of Projected Expenses*** *(Thousands)*					
Certificated Salaries	$1,849	$1,866	$1,883	$1,901	$1,919
Classified Salaries	$616	$620	$627	$633	$639
Employee Benefits	$776	$818	$822	$827	$832
Total Compensation	**$3,241**	**$3,304**	**$3,332**	**$3,361**	**$3,390**
Books & Supplies	$325	$325	$325	$325	$325
Food Service	$348	$348	$348	$348	$348
Other Operating Expenses	$1,114	$1,114	$1,114	$1,114	$1,114
Professional Services	$1,591	$1,618	$1,641	$1,641	$1,641
Interest & Capital Outlay	$46	$46	$46	$46	$46
Total Non-Comp	**$3,424**	**$3,451**	**$3,474**	**$3,474**	**$3,474**

Total Expenses	**$6,664**	**$6,755**	**$6,806**	**$6,834**	**$6,863**
% Compensation	*49%*	*49%*	*49%*	*49%*	*49%*

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	*0*	*0*	*0*	*0*
f	***Instructional Staff Ratio***				
Total Enrollment	540	540	540	540	540
Teachers	18	18	18	18	18
Tutors	2	2	2	2	2
Special Education Teachers	2	2	2	2	2
Para-Professionals	3	3	3	3	3
Total Instructional Staff	**25**	**25**	**25**	**25**	**25**
Student : Instructional Staff Ratio	*22*	*22*	*22*	*22*	*22*

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	*0*	*0*	*0*	*0*
g	***Staffing Model***				
Instructional Staff					
Teachers					
Transitional Kindergarten	1.0	1.0	1.0	1.0	1.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	2.5	2.5	2.5	2.5	2.5
2nd Grade	2.5	2.5	2.5	2.5	2.5
3rd Grade	3.0	3.0	3.0	3.0	3.0
4th Grade	3.0	3.0	3.0	3.0	3.0
5th Grade	3.0	3.0	3.0	3.0	3.0
Special Education Specialists	2.0	2.0	2.0	2.0	2.0
Total Teachers	**20.0**	**20.0**	**20.0**	**20.0**	**20.0**
Tutors/Para-Professionals					
Transitional Kindergarten	-	-	-	-	-
Kindergarten	-	-	-	-	-

1st Grade	0.5	0.5	0.5	0.5	0.5
2nd Grade	0.5	0.5	0.5	0.5	0.5
3rd Grade	-	-	-	-	-
4th Grade	1.0	1.0	1.0	1.0	1.0
5th Grade	1.0	1.0	1.0	1.0	1.0
Para-Professional	3.0	3.0	3.0	3.0	3.0
Total Tutors/Para-Professionals	**6.0**	**6.0**	**6.0**	**6.0**	**6.0**
Total Instructional Staff	**26.0**	**26.0**	**26.0**	**26.0**	**26.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	2.0	2.0	2.0	2.0	2.0
Total School Leaders	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Other Non-Instructional Staff					
Office Manager	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	3.0	3.0	3.0	3.0	3.0
Part-time Support Staff (Est. as FTE)	5.4	5.4	5.5	5.5	5.6
Total Other Non-Instructional Staff	**10.4**	**10.4**	**10.5**	**10.5**	**10.6**
Total Non-Instructional Staff	**13.4**	**13.4**	**13.5**	**13.5**	**13.6**
Total Staffing	**39.4**	**39.4**	**39.5**	**39.5**	**39.6**

		2019-20	2020-21	2021-22	2022-23	2023-24
		0	*0*	*0*	*0*	*0*
h	***Average Budgeted Salary by Position***					
	Instructional Positions					
	Teachers (incl. Special Ed Teachers)	$69,975	$70,675	$71,381	$72,095	$72,816
	Tutors/Para-Professionals	$35,875	$36,234	$36,596	$36,962	$37,332
	Non-Instructional Positions					

Principal	$125,745	$127,002	$128,272	$129,555	$130,851
Assistant Principal	$98,980	$99,970	$100,969	$101,979	$102,999
Office Manager	$66,155	$66,817	$67,485	$68,160	$68,841
Business Operations Manager	$83,325	$84,158	$85,000	$85,850	$86,708

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	*0*	*0*	*0*	*0*
i	***Employee Benefits*** *(Thousands)*				
Medical / Dental / Vision	$285	$285	$285	$285	$285
Workers Compensation	$44	$45	$45	$46	$46
Social Security / FICS / Medicare	$75	$76	$76	$77	$78
STRS Retirement	$316	$356	$360	$363	$366
403(b) Match	$25	$25	$25	$25	$26
PTO Payout	$31	$31	$31	$31	$31
Total Benefits	**$776**	**$818**	**$822**	**$827**	**$832**

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	*0*	*0*	*0*	*0*
j	***Books & Supplies*** *(Thousands)*				
Curriculum	$96	$96	$96	$96	$96
Instructional Supplies	$98	$98	$98	$98	$98
Non-Instructional Supplies	$41	$41	$41	$41	$41
Software Programs (Admin & Assessments)	$28	$28	$28	$28	$28
Student Computer Equipment	$41	$41	$41	$41	$41
Other Non-Cap. Equipment & Furniture	$21	$21	$21	$21	$21
Total Books & Supplies	**$325**	**$325**	**$325**	**$325**	**$325**
Food Service *(Thousands)*					
Student Food Services	$348	$348	$348	$348	$348
Total Food Service	**$348**	**$348**	**$348**	**$348**	**$348**

	2019-20	2020-21	2021-22	2022-23	2023-24

	0	*0*	*0*	*0*	*0*
k	***Other Operating Expenses*** *(Thousands)*				
	Travel & Conferences	$5	$5	$5	$5	$5
	Dues & Memberships	$5	$5	$5	$5	$5
	Communications	$29	$29	$29	$29	$29
	Insurance	$14	$14	$14	$14	$14
	Utilities	$67	$67	$67	$67	$67
	Copier Leases	$65	$65	$65	$65	$65
	Facility Maintenance & Repairs	$62	$62	$62	$62	$62
	Facility Lease Expense	$868	$868	$868	$868	$868
	Total Other Operating Expenses	**$1,114**	**$1,114**	**$1,114**	**$1,114**	**$1,114**

		2019-20	2020-21	2021-22	2022-23	2023-24
		0	*0*	*0*	*0*	*0*
l	***SB740 Impact*** *(Thousands)*					
	SB740 Revenue	$588	$588	$588	$588	$588
	Lease Expense	$868	$868	$868	$868	$868
	SB740 Relief	*68%*	*68%*	*68%*	*68%*	*68%*
	Net Lease Burden to School	*$280*	*$280*	*$280*	*$280*	*$280*

		2019-20	2020-21	2021-22	2022-23	2023-24
		0	*0*	*0*	*0*	*0*
m	***Professional Services*** *(Thousands)*					
	Professional Development	$84	$84	$84	$84	$84
	SPED Consultants	$33	$33	$33	$33	$33
	Other Consultants	$130	$130	$130	$130	$130
	IT Support	$25	$25	$25	$25	$25
	Custodial Services	$62	$62	$62	$62	$62
	Health & Testing	$3	$3	$3	$3	$3
	After School Program	$150	$150	$150	$150	$150
	Substitutes	$46	$46	$46	$46	$46
	Field Trips	$39	$39	$39	$39	$39
	Other Services	$27	$27	$27	$27	$27

Authorizer Oversight	$49	$49	$49	$49	$49
SPED Admin Fee	$14	$14	$14	$14	$14
Central Office Allocation Fee	$929	$956	$978	$978	$978
Total Professional Services	**$1,591**	**$1,618**	**$1,641**	**$1,641**	**$1,641**

	2019-20	2020-21	2021-22	2022-23	2023-24
	0	*0*	*0*	*0*	*0*
Statement of Activities *(Thousands)*					
Revenues					
State Revenue	$6,112	$6,259	$6,408	$6,408	$6,408
Federal Revenue	$541	$577	$577	$577	$577
Local Revenue	$12	$12	$12	$12	$12
Grants & Fundraising	$38	$38	$38	$38	$38
Total Revenues	**$6,702**	**$6,886**	**$7,034**	**$7,034**	**$7,034**
Expenses					
Certificated Salaries	$1,849	$1,866	$1,883	$1,901	$1,919
Classified Salaries	$616	$620	$627	$633	$639
Employee Benefits	$776	$818	$822	$827	$832
Books & Supplies	$325	$325	$325	$325	$325
Food Service	$348	$348	$348	$348	$348
Other Operating Expenses	$1,114	$1,114	$1,114	$1,114	$1,114
Professional Services	$1,591	$1,618	$1,641	$1,641	$1,641
Interest & Capital Outlay	$46	$46	$46	$46	$46
Total Expenses	**$6,664**	**$6,755**	**$6,806**	**$6,834**	**$6,863**
Increase/Decrease of Net Assets	**$38**	**$130**	**$229**	**$200**	**$171**
Beginning Cash Balance	$1,093	$967	$981	$1,044	$1,067
Ending Cash Balance	$967	$981	$1,044	$1,067	$956
Reserve Balance (% of Expenditures)	**14.5%**	**14.5%**	**15.3%**	**15.6%**	**13.9%**

	2018-19	2019-20	2020-21	2021-22	2022-23
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*
***ofessional Services** (Thousands)*					
rofessional Development	$56	$59	$60	$61	$62
PED Consultants	$22	$22	$22	$22	$22
)ther Consultants	$20	$20	$20	$20	$20
T Support	$26	$26	$26	$26	$26
ustodial Services	$63	$64	$65	$65	$65
lealth & Testing	$4	$5	$5	$6	$4
fter School Program	$120	$120	$120	$120	$120
ubstitutes	$24	$24	$24	$24	$24
ield Trips	$39	$39	$39	$39	$39
)ther Services	$25	$25	$25	$26	$25

uthorizer Oversight	$23	$26	$31	$38	$39
PED Admin Fee	$7	$7	$8	$10	$11
Central Office Allocation Fee	-	$132	$321	$694	$712
tal Professional Services	**$429**	**$568**	**$766**	**$1,150**	**$1,169**

	2018-19	2019-20	2020-21	2021-22	2022-23
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*
atement of Activities *(Thousands)*					
evenues					
State Revenue	$2,659	$2,805	$3,488	$4,944	$5,135
Federal Revenue	$268	$291	$346	$425	$443
Local Revenue	$12	$12	$12	$12	$12
Grants & Fundraising	-	-	-	-	-
tal Revenues	**$2,940**	**$3,108**	**$3,846**	**$5,381**	**$5,590**
penses					
Certificated Salaries	$1,055	$1,001	$1,346	$1,428	$1,442
Classified Salaries	$476	$499	$523	$527	$490
Employee Benefits	$377	$379	$475	$505	$496
Books & Supplies	$196	$199	$204	$210	$209
Food Service	$181	$197	$235	$287	$293
Other Operating Expenses	$195	$258	$263	$931	$931
Professional Services	$429	$568	$766	$1,150	$1,169
Interest & Capital Outlay	$2	$1	$1	$1	$1
tal Expenses	**$2,911**	**$3,103**	**$3,813**	**$5,039**	**$5,031**
crease/Decrease of Net Assets	**$29**	**$5**	**$33**	**$342**	**$559**
Beginning Balance	$247	$196	$208	$194	$353
Ending Balance	$196	$208	$194	$353	$783
serve Balance (% of Expenditures)	**6.7%**	**6.7%**	**5.1%**	**7.0%**	**15.6%**

Rocketship Mateo Sheedy — Summary Cash Flow Projections

2019-20	Jul	Aug	Sep	Oct	Nov	Dec
Beginning Cash Balance	**1,093,020**	**702,685**	**469,261**	**402,768**	**320,545**	**530,905**
Total Receipts	314,040	488,371	598,156	472,426	765,009	741,156
Total Disbursements	(692,995)	(710,415)	(653,269)	(543,269)	(543,269)	(543,269)
Total Other Disbursement & Financing	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)
Change in Cash	(390,335)	(233,424)	(66,493)	(82,223)	210,360	186,507
Ending Cash Balance	**702,685**	**469,261**	**402,768**	**320,545**	**530,905**	**717,412**
2020-21	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Beginning Cash Balance	**967,354**	**929,602**	**719,629**	**648,986**	**758,033**	**766,133**
Total Receipts	537,941	399,404	511,127	678,168	577,222	511,127
Total Disbursements	(551,773)	(585,454)	(570,349)	(557,700)	(557,700)	(557,700)
Total Other Disbursement & Financing	(23,922)	(23,922)	(11,422)	(11,422)	(11,422)	(11,422)
Change in Cash	(37,753)	(209,972)	(70,643)	109,046	8,100	(57,995)
Ending Cash Balance	**929,602**	**719,629**	**648,986**	**758,033**	**766,133**	**708,138**
2021-22	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Beginning Cash Balance	**981,216**	**903,439**	**700,394**	**638,637**	**755,804**	**772,024**
Total Receipts	551,645	410,552	524,234	690,509	589,563	524,234
Total Disbursements	(605,501)	(589,675)	(574,570)	(561,921)	(561,921)	(561,921)
Total Other Disbursement & Financing	(23,922)	(23,922)	(11,422)	(11,422)	(11,422)	(11,422)
Change in Cash	(77,777)	(203,045)	(61,757)	117,167	16,220	(49,108)
Ending Cash Balance	**903,439**	**700,394**	**638,637**	**755,804**	**772,024**	**722,916**
2022-23	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Beginning Cash Balance	**1,043,936**	**963,206**	**745,240**	**681,062**	**795,807**	**809,606**
Total Receipts	563,986	410,552	524,234	690,509	589,563	524,234
Total Disbursements	(608,257)	(592,060)	(576,954)	(564,306)	(564,306)	(564,306)
Total Other Disbursement & Financing	(36,458)	(36,458)	(11,458)	(11,458)	(11,458)	(11,458)
Change in Cash	(80,730)	(217,966)	(64,178)	114,745	13,799	(51,530)
Ending Cash Balance	**963,206**	**745,240**	**681,062**	**795,807**	**809,606**	**758,077**
2023-24	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Beginning Cash Balance	**1,066,556**	**931,430**	**661,055**	**594,469**	**706,805**	**718,196**

Total Receipts	563,986	410,552	524,234	690,509	589,563	524,234
Total Disbursements	(612,654)	(594,468)	(579,363)	(566,714)	(566,714)	(566,714)
Total Other Disbursement & Financing	(86,458)	(86,458)	(11,458)	(11,458)	(11,458)	(11,458)
Change in Cash	(135,126)	(270,374)	(66,587)	112,337	11,391	(53,938)
Ending Cash Balance	**931,430**	**661,055**	**594,469**	**706,805**	**718,196**	**664,258**

Jan	Feb	Mar	Apr	May	Jun
717,412	**1,000,316**	**918,093**	**889,724**	**1,156,247**	**1,074,024**
837,553	472,426	526,281	821,172	472,426	382,883
(543,269)	(543,269)	(543,269)	(543,269)	(543,269)	(478,173)
(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)
282,904	(82,223)	(28,368)	266,523	(82,223)	(106,670)
1,000,316	**918,093**	**889,724**	**1,156,247**	**1,074,024**	**967,354**

Jan	Feb	Mar	Apr	May	Jun
708,138	**988,782**	**904,299**	**874,430**	**1,174,694**	**1,090,211**
849,766	484,639	539,252	869,386	484,639	393,199
(557,700)	(557,700)	(557,700)	(557,700)	(557,700)	(490,773)
(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)
280,644	(84,483)	(29,870)	300,264	(84,483)	(108,995)
988,782	**904,299**	**874,430**	**1,174,694**	**1,090,211**	**981,216**

Jan	Feb	Mar	Apr	May	Jun
722,916	**1,011,680**	**935,318**	**914,335**	**1,222,719**	**1,146,356**
862,107	496,980	552,359	881,727	496,980	403,623
(561,921)	(561,921)	(561,921)	(561,921)	(561,921)	(494,622)
(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)
288,764	(76,363)	(20,983)	308,384	(76,363)	(102,420)
1,011,680	**935,318**	**914,335**	**1,222,719**	**1,146,356**	**1,043,936**

Jan	Feb	Mar	Apr	May	Jun
758,077	**1,044,419**	**965,636**	**942,231**	**1,248,194**	**1,169,410**
862,107	496,980	552,359	881,727	496,980	403,623
(564,306)	(564,306)	(564,306)	(564,306)	(564,306)	(495,019)
(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)
286,343	(78,784)	(23,405)	305,963	(78,784)	(102,854)
1,044,419	**965,636**	**942,231**	**1,248,194**	**1,169,410**	**1,066,556**

Jan	Feb	Mar	Apr	May	Jun
664,258	**948,192**	**867,000**	**841,186**	**1,144,741**	**1,063,548**

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862,107	496,980	552,359	881,727	496,980	403,623
(566,714)	(566,714)	(566,714)	(566,714)	(566,714)	(499,415)
(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)
283,934	(81,192)	(25,813)	303,554	(81,192)	(107,250)
948,192	**867,000**	**841,186**	**1,144,741**	**1,063,548**	**956,298**

2
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Rocketship Redwood City Prep — Summary Cash Flow Projections

018-19	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
ance	246,586	57,851	(36,139)	200,183	182,503	254,071	248,742	263,387	245,909	279,318
	81,085	185,013	297,911	229,857	319,105	242,207	262,179	229,857	270,332	280,516
nts	(269,770)	(279,003)	(237,122)	(237,122)	(237,122)	(237,122)	(237,122)	(236,924)	(236,924)	(236,924)
rsement&Financing	-	-	(10,416)	(10,416)	(10,415)	(10,414)	(10,413)	(10,412)	-	-
	(188,735)	(98,991)	50,374	(17,680)	71,568	(5,328)	14,645	(17,478)	33,409	43,593
e	57,851	(36,139)	200,183	182,503	254,071	248,742	263,387	245,909	279,318	322,910

019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
ance	196,271	233,565	107,477	102,454	113,937	191,393	194,107	218,695	207,824	238,663
	313,619	158,086	256,628	265,336	331,370	256,628	278,502	243,043	284,753	355,707
nts	(267,247)	(275,097)	(265,073)	(257,336)	(257,336)	(257,336)	(257,336)	(257,336)	(257,336)	(257,336)
rsement&Financing	(9,078)	(9,078)	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
	37,294	(126,088)	(5,023)	11,483	77,456	2,714	24,588	(10,871)	30,839	101,794
e	233,565	107,477	102,454	113,937	191,393	194,107	218,695	207,824	238,663	340,457

020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
ance	207,599	220,532	74,864	74,062	88,401	168,874	176,012	208,341	200,092	235,355
	350,463	197,077	320,796	328,998	393,131	320,796	346,987	304,409	348,921	436,446
nts	(328,452)	(333,668)	(325,020)	(317,081)	(317,081)	(317,081)	(317,081)	(317,081)	(317,081)	(317,081)
rsement&Financing	(9,078)	(9,078)	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
	12,983	(145,668)	(802)	15,339	79,473	7,138	33,329	(9,249)	35,263	122,787
e	220,532	74,864	74,062	88,401	168,874	176,012	208,341	200,092	235,355	358,142

021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
ance	194,080	195,802	(1,638)	(2,397)	14,472	91,299	98,694	313,765	300,973	336,493
	452,874	258,912	423,944	433,418	498,376	423,944	631,619	408,757	452,069	652,696
nts	(429,574)	(434,770)	(428,130)	(419,971)	(419,971)	(419,971)	(419,971)	(419,971)	(419,971)	(419,971)
rsement&Financing	(21,578)	(21,578)	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
	1,722	(197,435)	(764)	16,869	76,827	7,395	215,071	(12,792)	35,520	236,147
e	195,802	(1,638)	(2,397)	14,472	91,299	98,694	313,765	300,973	336,493	572,640

022-23	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
ance	**352,883**	**398,539**	**156,881**	**173,484**	**301,826**	**396,698**	**421,398**	**658,637**	**662,674**	**715,499**
	559,513	268,803	440,728	544,420	510,900	440,728	653,267	420,065	468,853	683,331
nts	(447,280)	(433,883)	(427,597)	(419,451)	(419,451)	(419,451)	(419,451)	(419,451)	(419,451)	(419,451)
rsement&Financing	(71,578)	(71,578)	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
	40,656	(236,658)	16,553	128,392	94,872	24,700	237,239	4,037	52,825	267,308
e	**398,539**	**156,881**	**173,484**	**301,826**	**396,698**	**421,398**	**658,637**	**662,674**	**715,499**	**982,802**

May	Jun
322,910	**315,844**
229,857	96,345
(236,924)	(215,918)
-	-
(7,066)	(119,573)
315,844	**196,271**

May	Jun
340,457	**329,586**
243,043	105,857
(257,336)	(231,266)
3,422	3,422
(10,871)	(121,987)
329,586	**207,599**

May	Jun
358,142	**348,892**
304,409	127,441
(317,081)	(285,676)
3,422	3,422
(9,249)	(154,813)
348,892	**194,080**

May	Jun
572,640	**559,848**
403,757	156,708
(419,971)	(367,095)
3,422	3,422
(12,792)	(206,965)
559,848	**352,883**

May	Jun
982,802	**986,839**
420,065	160,366
(419,451)	(367,228)
3,422	3,422
4,037	(203,435)
986,839	**783,404**

Current Year Schedule	Jul	Aug	Sep	Oct
Charter School General Purpose Block Grant Allocation	5.0%	5.0%	9.0%	9.0%
Charter School General Purpose Block Grant Allocation (PENSEC)	-	-	38.5%	-
In Lieu of Property Taxes	-	8.3%	8.3%	8.3%
Prop 30 EPA	-	-	25.0%	-
Mandate Block Grant	-	-	-	-
California Lottery	-	-	-	
State Lunch Reimbursements	-	-	9.1%	9.1%
After School Education and Safety Program Grant	-	-		-
SB740 Facilities Subsidy	-	-	-	-
State SPED	5.0%	5.0%	9.0%	9.0%
State Mental Health - SPED	5.0%	5.0%	9.0%	9.0%
Fed Titles	-	-	-	-
Federal Startup Grant (Title Vb)	-	-	-	-
Facilities Incentive Grant	8.3%	8.3%	8.3%	8.3%
National School Lunch Program	-	-	9.1%	9.1%
IDEA	-	-	-	-
Private Start-up Grant	-	-	-	-

cash use more recent

	Total Allocation 2019-20	Jul 2019	Aug 2019	Sep 2019	Oct 2019
Beginning Cash Balance	**1,093,020**	**1,093,020**	**702,685**	**469,261**	**402,768**
REVENUES					
State Programs					
CSGPB - Base	1,001,220	50,061	50,061	90,110	90,110
In Lieu of Property Taxes	3,891,967	-	324,331	324,331	324,331
Prop 30 EPA	102,920	-	-	25,730	-
Mandate Block Grant	8,208	-	-	-	-
California Lottery	92,853	-	-	-	-
Total State Programs	**5,097,168**	**50,061**	**374,392**	**440,170**	**414,440**

Other State Programs					
State Lunch Reimbursements	34,258	-	-	3,114	3,114
After School Education & Safety Program Grant	112,500	-	-	-	-
Common Core & Prop 39	-	-	-		
SB740 Facilities Subsidy	588,411	-	-	-	-
State SPED	279,585	13,979	13,979	25,163	25,163
Total Other State Programs	**1,014,754**	**13,979**	**13,979**	**28,277**	**28,277**
Federal Programs					
Title I	161,435	-	-	-	-
Title II	3,800	-	-	-	-
Title III	25,597	-	-	-	-
IDEA	35,306	-	-	-	-
National School Lunch Program	315,249	-	-	28,656	28,656
Total Federal Programs	**541,386**	**-**	**-**	**28,656**	**28,656**
Local Programs					
Local Food Service Revenue	11,581	-	-	1,053	1,053
Total Local Programs	**11,581**	**-**	**-**	**1,053**	**1,053**
Fundraising & Grants					
Fundraising	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**
PY Receivables	**893,000**	250,000	100,000	100,000	-
TOTAL REVENUES	**7,557,889**	**314,040**	**488,371**	**598,156**	**472,426**
	Total Expense				
EXPENSES					
Certificated Salaries	1,848,705	154,059	154,059	154,059	154,059
Classified Salaries	615,840	51,320	51,320	51,320	51,320
Employee Benefits	776,040	64,670	64,670	64,670	64,670
Books & Supplies	325,250	97,575	97,575	13,010	13,010
Food Service	348,389	-	17,419	34,839	34,839
Other Operating Services	1,113,712	92,809	92,809	92,809	92,809

Professional Services	1,590,745	132,562	132,562	132,562	132,562
Interest	-		-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-
PY Payables	310,000	100,000	100,000	110,000	-
TOTAL EXPENSES	**6,928,681**	**692,995**	**710,415**	**653,269**	**543,269**
OTHER DISBURSEMENTS/FINANCING SOURCES					
CSFA - Revolving Loan		-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-
Facility Fee Adjustment	(136,559)	(11,380)	(11,380)	(11,380)	(11,380)
RSED Financing	-	-	-	-	-
Capital Improvements	-	-	-	-	-
Total Other Disbursement & Financing	**-**	**(11,380)**	**(11,380)**	**(11,380)**	**(11,380)**
Cumulative Cash Position		**702,685**	**469,261**	**402,768**	**320,545**

Accounts Receivable Schedule

l9-20 Cash Flow Worksheet

Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%		9.0%	-
-	16.5%	-	9.0%	9.0%	9.0%	9.0%	9.0%	-	-
8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-
-	25.0%	-	-	25.0%	-	-	25.0%	-	-
100.0%		-	-	-	-	-	-	-	-
-	-	25.0%	-	-	25.0%	-	-		-
9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-
75.0%	-		-	25.0%	-	-	-	-	-
	-	50.0%	-		25.0%	-	-	-	-
9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	9.0%	-
9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-
-	-	25.0%	-	-	75.0%	-	-	-	-
-	-	-	-	-	-	-	-	100.0%	-
8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-
9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-
-	-	-	-	-	100.0%	-	-	-	-
-	100.0%	-	-	-	-	-	-	-	-

Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Total 2019-20	Receivables 2019-20
320,545	**530,905**	**717,412**	**1,000,316**	**918,093**	**889,724**	**1,156,247**	**1,074,024**		
90,110	90,110	90,110	90,110	90,110	90,110	90,110	-	911,110	90,110
324,331	324,331	324,331	324,331	324,331	324,331	324,331	324,331	3,567,637	324,331
-	25,730	-	-	25,730	-	-	25,730	102,920	-
8,208	-	-	-	-	-	-	-	8,208	-
-	-	23,213	-	-	23,213	-	-	46,427	46,427
422,648	**440,170**	**437,654**	**414,440**	**440,170**	**437,654**	**414,440**	**350,061**	**4,636,301**	**460,867**

3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	31,141	3,117
84,375	-	-	-	28,125	-	-	-	112,500	-
		-		-	-			-	-
-	-	294,206	-	-	147,103	-	-	441,308	147,103
25,163	25,163	25,163	25,163	25,163	25,163	25,163	-	254,422	25,163
112,652	**28,277**	**322,482**	**28,277**	**56,402**	**175,379**	**28,277**	**3,114**	**839,371**	**175,383**
-	-	40,359	-	-	121,076	-	-	161,435	-
-	-	950	-	-	2,850	-	-	3,800	-
-	-	6,399	-	-	19,197	-	-	25,597	-
-	-	-	-	-	35,306	-	-	35,306	-
28,656	28,656	28,656	28,656	28,656	28,656	28,656	28,656	286,561	28,688
28,656	**28,656**	**76,364**	**28,656**	**28,656**	**207,086**	**28,656**	**28,656**	**512,699**	**28,688**
1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	10,527	1,054
1,053	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**10,527**	**1,054**
-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
200,000	243,000	-	-	-	-	-	-	893,000	
765,009	**741,156**	**837,553**	**472,426**	**526,281**	**821,172**	**472,426**	**382,883**	**6,891,898**	**665,991**
154,059	154,059	154,059	154,059	154,059	154,059	154,059	154,059	1,848,705	-
51,320	51,320	51,320	51,320	51,320	51,320	51,320	51,320	615,840	-
64,670	64,670	64,670	64,670	64,670	64,670	64,670	64,670	776,040	-
13,010	13,010	13,010	13,010	13,010	13,010	13,010	10,408	322,648	2,602
34,839	34,839	34,839	34,839	34,839	34,839	34,839	17,419	348,389	-
92,809	92,809	92,809	92,809	92,809	92,809	92,809	74,247	1,095,150	18,562

132,562	132,562	132,562	132,562	132,562	132,562	132,562	106,050	1,564,233	26,512
-	-	-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	310,000	47,676
543,269	**543,269**	**543,269**	**543,269**	**543,269**	**543,269**	**543,269**	**478,173**	**6,881,005**	
-	-	-		-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	
(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(136,559)	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
(11,380)	**(11,380)**	**(11,380)**	**(11,380)**	**(11,380)**	**(11,380)**	**(11,380)**	**(11,380)**	**(136,559)**	
530,905	**717,412**	**1,000,316**	**918,093**	**889,724**	**1,156,247**	**1,074,024**	**967,354**		

Sept	Oct	*Check*	Comments
-	-	*100.0%*	Includes deferrals
-	-	*100.0%*	
-	-	*100.0%*	Included ILPT schedule
-	-	*100.0%*	Changed to qtr payments
-	-	*100.0%*	
-	50.0%	*100.0%*	
-		*100.0%*	Included one-month lag
-	-	*100.0%*	Updated based on YMCA info
-	25.0%	*100.0%*	
-	-	*100.0%*	
-	-	*100.0%*	
-	-	*100.0%*	
-	-	*100.0%*	Updated schedule
-	-	*100.0%*	
-	-	*100.0%*	Included one-month lag
-	-	*100.0%*	
-	-	*100.0%*	Updated expected receipt of grant

	Total Allocation 2018-19	Jul 2018	Aug 2018	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019
Beginning Cash Balance	**246,586**	**246,586**	**61,261**	**(29,320)**	**34,880**	**31,026**	**116,418**	**124,914**
REVENUES								
State Programs								
CSGPB - Base	1,476,153	73,808	73,808	132,854	132,854	132,854	132,854	132,854
In Lieu of Property Taxes	810,814	-	67,568	67,568	67,568	67,568	67,568	67,568
Prop 30 EPA	49,400	-	-	12,350	-	-	12,350	-
Mandate Block Grant	4,872	-	-	-	-	4,872	-	-
California Lottery	44,707	-	-	-	-	-	-	11,177
Total State Programs	**2,385,946**	**73,808**	**141,375**	**212,772**	**200,422**	**205,294**	**212,772**	**211,598**

Other State Programs								
State Lunch Reimbursements	16,495	-	-	1,499	1,499	1,499	1,499	1,499
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-
Common Core & Prop 39	-	-	-					-
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-
State SPED	144,541	7,227	7,227	13,009	13,009	13,009	13,009	13,009
Total Other State Programs	**273,536**	**7,227**	**7,227**	**14,508**	**14,508**	**98,883**	**14,508**	**14,508**
Federal Programs								
Title I	71,294	-	-	55,704	-	-	-	17,824
Title II	3,800	-	-	-	-	-	-	950
Title III	9,488	-	-	-	-	-	-	2,372
IDEA	31,750	-	-	-	-	-	-	-
National School Lunch Program	151,786	-	-	13,797	13,797	13,797	13,797	13,797
Total Federal Programs	**268,118**	-	-	**69,501**	**13,797**	**13,797**	**13,797**	**31,943**
Local Programs								
Local Food Service Revenue	12,433	-	-	1,130	1,130	1,130	1,130	1,130
Total Local Programs	**12,433**	-	-	**1,130**	**1,130**	**1,130**	**1,130**	**1,130**
Fundraising & Grants								
Fundraising	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-
PY Receivables	**36,410**	-	36,410	-	-	-	-	-
TOTAL REVENUES	**2,976,444**	**81,035**	**185,013**	**297,911**	**229,857**	**319,105**	**242,207**	**262,179**
	Total Expense							
EXPENSES								
Certificated Salaries	1,054,993	87,916	87,916	87,916	87,916	87,916	87,916	87,916
Classified Salaries	475,784	39,649	39,649	39,649	39,649	39,649	39,649	39,649
Employee Benefits	377,262	31,439	31,439	31,439	31,439	31,439	31,439	31,439
Books & Supplies	195,836	58,751	58,751	7,833	7,833	7,833	7,833	7,833
Food Service	180,714	-	9,036	18,071	18,071	18,071	18,071	18,071

Other Operating Services	195,328	16,277	16,277	16,277	16,277	16,277	16,277	16,277
Professional Services	428,859	35,738	35,738	35,738	35,738	35,738	35,738	35,738
Interest	1,188	-	198	198	198	198	198	198
Other Disbursements/Non Expenditures	-	-	-	-	-			
PY Payables	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**2,909,963**	**269,770**	**279,003**	**237,122**	**237,122**	**237,122**	**237,122**	**237,122**
OTHER DISBURSEMENTS/FINANCING SOURCES								
CSFA - Revolving Loan		-	-	-	-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-
Facility Fee Adjustment	40,919	3,410	3,410	3,410	3,410	3,410	3,410	3,410
RSED Financing	-	-	-	-	-	-	-	-
Capital Improvements	-	-	-	-	-	-	-	-
Total Other Disbursement & Financing	-	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**
Cumulative Cash Position		**61,261**	**(29,320)**	**34,880**	**31,026**	**116,418**	**124,914**	**153,382**

Feb 2019	Mar 2019	Apr 2019	May 2019	Jun 2019	Total 2018-19
153,382	**149,725**	**185,541**	**233,547**	**229,880**	
132,854	132,854	132,854	132,854	-	1,343,299
67,568	67,568	67,568	67,568	67,568	743,246
-	12,350	-	-	12,350	49,400
-	-	-	-	-	4,872
-	-	11,177	-	-	22,354
200,422	212,772	211,598	200,422	79,918	2,163,171

[illegible]	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**
1,499	1,499	1,499	1,499	1,499		14,994
-	28,125	-	-	-		112,500
	-	-				-
-	-	-	-	-		-
13,009	13,009	13,009	13,009	-		131,533
14,508	**42,633**	**14,508**	**14,508**	**1,499**		**259,026**
-	-	(2,238)	-	-		71,294
-	-	2,850	-	-		3,800
-	-	7,116	-	-		9,488
-	-	31,750	-	-		31,750
13,797	13,797	13,797	13,797	13,797		137,974
13,797	**13,797**	**53,280**	**13,797**	**13,797**		**254,306**
1,130	1,130	1,130	1,130	1,130		11,302
1,130	**1,130**	**1,130**	**1,130**	**1,130**		**11,302**
-	-	-	-	-		-
-	-	-	-	-		-
-	-	-	-	-		36,410
229,857	**270,332**	**281,516**	**229,857**	**96,345**		**2,724,215**
87,916	87,916	87,916	87,916	87,916		1,054,993
39,649	39,649	39,649	39,649	39,649		475,784
31,439	31,439	31,439	31,439	31,439		377,262
7,833	7,833	7,833	7,833	6,267		194,270
18,071	18,071	18,071	18,071	9,035		180,714

	16,277	16,277	16,277	16,277	13,022	192,072
	35,738	35,738	35,738	35,738	28,591	421,711
	-	-	-	-	-	1,188
	-	-	-	-	-	-
	-	-	-	-	-	-
	236,924	**236,924**	**236,924**	**236,924**	**215,918**	**2,897,993**
	-	-	-	-	-	-
	-	-	-	-	-	-
	3,410	3,410	3,410	3,410	3,410	40,919
	-	-	-	-	-	-
	-	-	-	-	-	-
	3,410	**3,410**	**3,410**	**3,410**	**3,410**	**40,919**
	149,725	**186,544**	**233,547**	**229,880**	**113,727**	

	Total Allocation 2019-20	Jul 2019	Aug 2019	Sep 2019	Oct 2019
Beginning Cash Balance	**967,354**	**967,354**	**929,602**	**719,629**	**648,986**
REVENUES					
State Programs					
CSGPB - Base	1,030,725	51,536	51,536	92,765	92,765
In Lieu of Property Taxes	4,006,660	-	333,888	333,888	333,888
Prop 30 EPA	105,953	-	-	26,488	-
Mandate Block Grant	8,208	-	-	-	-
California Lottery	92,853	-	-	-	-
Total State Programs	**5,244,399**	**51,536**	**385,425**	**453,142**	**426,654**
Other State Programs					
State Lunch Reimbursements	34,258	-	-	3,114	3,114
After School Education & Safety Program Grant	112,500	-	-	-	-
Common Core & Prop 39	-	-			
SB740 Facilities Subsidy	588,411	-	-	-	-
State SPED	279,585	13,979	13,979	25,163	25,163
Total Other State Programs	**1,014,754**	**13,979**	**13,979**	**28,277**	**28,277**
Federal Programs					
Title I	161,435	-	-	-	-
Title II	3,800	-	-	-	-
Title III	25,597	-	-	-	-
IDEA	71,307	-	-	-	-
National School Lunch Program	315,249	-	-	28,656	28,656
Total Federal Programs	**577,387**	**-**	**-**	**28,656**	**28,656**
Local Programs					
Local Food Service Revenue	11,581	-	-	1,053	1,053

Total Local Programs	**11,581**	**-**	**-**	**1,053**	**1,053**
Fundraising & Grants					
Fundraising	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**
PY Receivables	**-**	472,426	-	-	193,529
TOTAL REVENUES	**6,848,121**	**537,941**	**399,404**	**511,127**	**678,168**
	Total Expense				
EXPENSES					
Certificated Salaries	1,865,937	155,495	155,495	155,495	155,495
Classified Salaries	620,414	51,701	51,701	51,701	51,701
Employee Benefits	817,527	68,127	68,127	68,127	68,127
Books & Supplies	325,250	48,788	65,050	32,525	19,876
Food Service	348,389	-	17,419	34,839	34,839
Other Operating Services	1,113,712	92,809	92,809	92,809	92,809
Professional Services	1,618,230	134,853	134,853	134,853	134,853
Interest	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-
PY Payables	-	-	-	-	-
TOTAL EXPENSES	**6,709,459**	**551,773**	**585,454**	**570,349**	**557,700**
OTHER DISBURSEMENTS/FINANCING SOURCES					
CSFA - Revolving Loan		-	-	-	-
CSGF - Start-up Loan		-	-	-	-
Facility Fee Adjustment	(137,059)	(11,422)	(11,422)	(11,422)	(11,422)
RSED Financing		-	-	-	-
Capital Improvements	25,000	(12,500)	(12,500)	-	-
Total Other Disbursement & Financing	**(112,059)**	**(23,922)**	**(23,922)**	**(11,422)**	**(11,422)**
Cumulative Cash Position		**929,602**	**719,629**	**648,986**	**758,033**

Accounts Receivable Schedule

Disbursements into next year	**Jul**	**Aug**	**Sep**	**Oct**
Charter School General Purpose Block Grant Allocation	9.0%	-	-	-

In Lieu of Property Taxes	8.3%	-	-	-
Prop 30 EPA	-	-	-	-
Mandate Block Grant	-	-	-	-
California Lottery	-	-	-	50.0%
State Lunch Reimbursements	9.1%	-	-	-
After School Education and Safety Program Grant	-	-	-	-
SB740 Facilities Subsidy	-	-	-	25.0%
State SPED	9.0%	-	-	-
Fed Titles	-	-	-	-
Federal Startup Grant (Title Vb)	100.0%	-	-	-
Facilities Incentive Grant	-	-	-	-
National School Lunch Program	9.1%	-	-	-
Private Start-up Grant	-	-	-	-

	Jul	Aug	Sep	Oct
REVENUES				
State Programs				
CSGPB - Base	92,765	-	-	-
In Lieu of Property Taxes	333,888	-	-	-
Prop 30 EPA	-	-	-	-
Mandate Block Grant	-	-	-	-
California Lottery	-	-	-	46,427
Total State Programs	**426,654**	**-**	**-**	**46,427**
Other State Programs				
State Lunch Reimbursements	3,114	-	-	-
SB740 Facilities Subsidy	-	-	-	147,103
State SPED	25,163	-	-	-
Total Other State Programs	**28,277**	**-**	**-**	**147,103**
Federal Programs				
Title I	-	-	-	-

Title II		-	-	-	-
Title III		-	-	-	-
National School Lunch Program		28,656	-	-	-
Total Federal Programs		**28,656**	**-**	**-**	**-**
Local Programs					
Local Food Service Revenue		1,053	-	-	-
Total Local Programs	**-**	**1,053**	**-**	**-**	**-**
TOTAL REVENUES (A/R)		**484,639**	**-**	**-**	**193,529**

ash Flow Worksheet

Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Total 2019-20
758,033	**766,133**	**708,138**	**988,782**	**904,299**	**874,430**	**1,174,694**	**1,090,211**	
92,765	92,765	92,765	92,765	92,765	92,765	92,765	-	937,960
333,888	333,888	333,888	333,888	333,888	333,888	333,888	333,888	3,672,772
-	26,488	-	-	26,488	-	-	26,488	105,953
8,208	-	-	-	-	-	-	-	8,208
-	-	23,213	-	-	23,213	-	-	46,427
434,862	**453,142**	**449,867**	**426,654**	**453,142**	**449,867**	**426,654**	**360,377**	**4,771,319**
3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	31,141
84,375	-	-	-	28,125	-	-	-	112,500
-	-	294,206	-	-	147,103	-	-	441,308
25,163	25,163	25,163	25,163	25,163	25,163	25,163	-	254,422
112,652	**28,277**	**322,482**	**28,277**	**56,402**	**175,379**	**28,277**	**3,114**	**839,371**
-	-	40,359	-	-	121,076	-	-	161,435
-	-	950	-	-	2,850	-	-	3,800
-	-	6,399	-	-	19,197	-	-	25,597
-	-	-	-	-	71,307	-	-	71,307
28,656	28,656	28,656	28,656	28,656	28,656	28,656	28,656	286,561
28,656	**28,656**	**76,364**	**28,656**	**28,656**	**243,087**	**28,656**	**28,656**	**548,700**
1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	10,527

1,053	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**10,527**
-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
-	-	-	-	-	-	-	-	665,955
577,222	**511,127**	**849,766**	**484,639**	**539,252**	**869,386**	**484,639**	**393,199**	**6,835,872**
155,495	155,495	155,495	155,495	155,495	155,495	155,495	155,495	1,865,937
51,701	51,701	51,701	51,701	51,701	51,701	51,701	51,701	620,414
68,127	68,127	68,127	68,127	68,127	68,127	68,127	68,127	817,527
19,876	19,876	19,876	19,876	19,876	19,876	19,876	15,901	321,275
34,839	34,839	34,839	34,839	34,839	34,839	34,839	17,419	348,389
92,809	92,809	92,809	92,809	92,809	92,809	92,809	74,247	1,095,150
134,853	134,853	134,853	134,853	134,853	134,853	134,853	107,882	1,591,260
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
557,700	**557,700**	**557,700**	**557,700**	**557,700**	**557,700**	**557,700**	**490,773**	**6,659,952**
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	
(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(137,059)
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	(25,000)
(11,422)	**(11,422)**	**(11,422)**	**(11,422)**	**(11,422)**	**(11,422)**	**(11,422)**	**(11,422)**	**(137,059)**
766,133	**708,138**	**988,782**	**904,299**	**874,430**	**1,174,694**	**1,090,211**	**981,216**	

Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
-	-	-	-	-	-	-	-	92,765
-	-	-	-	-	-	-	-	333,888
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	46,427
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**473,080**
-	-	-	-	-	-	-	-	3,114
-	-	-	-	-	-	-	-	147,103
-	-	-	-	-	-	-	-	25,163
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**175,379**
-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	28,656
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**28,656**
-	-	-	-	-	-	-	-	1,053
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,053**
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**678,168**

	Total Allocation 2019-20	Jul 2019	Aug 2019	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020
Beginning Cash Balance	**113,727**	**113,727**	**151,021**	**24,933**	**19,910**	**31,392**	**108,848**	**111,563**	**136,151**	**125,280**	**156,119**
REVENUES											
State Programs											
CSGPB - Base	1,518,000	75,900	75,900	136,620	136,620	136,620	136,620	136,620	136,620	136,620	136,620
In Lieu of Property Taxes	891,896	-	74,325	74,325	74,325	74,325	74,325	74,325	74,325	74,325	74,325
Prop 30 EPA	54,340	-	-	13,585	-	-	13,585	-	-	13,585	-
Mandate Block Grant	3,952	-	-	-	-	3,952	-	-	-	-	-
California Lottery	49,178	-	-	-	-	-	-	12,294	-	-	12,294
Total State Programs	**2,517,365**	**75,900**	**150,225**	**224,530**	**210,945**	**214,897**	**224,530**	**223,239**	**210,945**	**224,530**	**223,239**
Other State Programs											
State Lunch Reimbursements	18,144	-	-	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-
Common Core &Prop 39	-	-									
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	-	-
State SPED	157,237	7,862	7,862	14,151	14,151	14,151	14,151	14,151	14,151	14,151	14,151
Total Other State Programs	**287,881**	**7,862**	**7,862**	**15,801**	**15,801**	**100,176**	**15,801**	**15,801**	**15,801**	**43,926**	**15,801**
Federal Programs											
Title I	78,423	-	-	-	-	-	-	19,606	-	-	58,818
Title II	3,800	-	-	-	-	-	-	950	-	-	2,850
Title III	10,437	-	-	-	-	-	-	2,609	-	-	7,827
IDEA	30,875	-	-	-	-	-	-	-	-	-	30,875
National School Lunch Program	166,965	-	-	15,177	15,177	15,177	15,177	15,177	15,177	15,177	15,177
Total Federal Programs	**290,500**	-	-	**15,177**	**15,177**	**15,177**	**15,177**	**38,342**	**15,177**	**15,177**	**115,547**
Local Programs											
Local Food Service Revenue	12,326	-	-	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120
Total Local Programs	**12,326**	-	-	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**
Fundraising & Grants											

Fundraising	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	**252,211**	229,857	-	-	22,354	-	-	-	-	-	-
TOTAL REVENUES	**3,360,283**	**313,619**	**158,086**	**256,628**	**265,396**	**331,370**	**256,628**	**278,502**	**243,043**	**284,753**	**355,707**
	Total Expense	(24,595)	(62,633)	(409,280)	(151,102)	(175,391)	(363,679)	(415,211)	(173,017)	(274,751)	(288,973)
EXPENSES											
Certificated Salaries	1,001,437	83,453	83,453	83,453	83,453	83,453	83,453	83,453	83,453	83,453	83,453
Classified Salaries	499,204	41,600	41,600	41,600	41,600	41,600	41,600	41,600	41,600	41,600	41,600
Employee Benefits	378,564	31,547	31,547	31,547	31,547	31,547	31,547	31,547	31,547	31,547	31,547
Books & Supplies	198,954	29,843	39,791	19,895	12,158	12,158	12,158	12,158	12,158	12,158	12,158
Food Service	197,435	-	9,872	19,744	19,744	19,744	19,744	19,744	19,744	19,744	19,744
Other Operating Services	258,420	21,535	21,535	21,535	21,535	21,535	21,535	21,535	21,535	21,535	21,535
Professional Services	567,587	47,299	47,299	47,299	47,299	47,299	47,299	47,299	47,299	47,299	47,299
Interest	563	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-
PY Payables	11,970	11,970	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**3,114,133**	**267,247**	**275,097**	**265,073**	**257,336**	**257,336**	**257,336**	**257,336**	**257,336**	**257,336**	**257,336**
OTHER DISBURSEMENTS/FINANCING SOURCES											
CSFA - Revolving Loan		-	-	-	-	-	-	-	-	-	-
CSGF - Start-up Loan		-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	41,068	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422
RSED Financing		-	-	-	-	-	-	-	-	-	-
Capital Improvements	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-
Total Other Disbursement & financing	**66,068**	**(9,078)**	**(9,078)**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**
Cumulative Cash Position		**151,021**	**24,933**	**19,910**	**31,392**	**108,848**	**111,563**	**136,151**	**125,280**	**156,119**	**257,913**

May 2020	Jun 2020	Total 2019-20
257,913	**247,042**	
136,620	-	1,381,380
74,325	74,325	817,571
-	13,585	54,340
-	-	3,952
-	-	24,589
210,945	**87,910**	**2,281,832**
1,649	1,649	16,493
-	-	112,500
-	-	-
14,151	-	143,086
15,801	**1,649**	**272,079**
-	-	78,423
-	-	3,800
-	-	10,437
-	-	30,875
15,177	15,177	151,771
15,177	**15,177**	**275,306**
1,120	1,120	11,205
1,120	**1,120**	**11,205**

-	-	-
-	-	-
-	-	252,211
243,043	**105,857**	**3,092,632**
(110,334)	(162,345)	
83,453	83,453	1,001,437
41,600	41,600	499,204
31,547	31,547	378,564
12,158	9,727	196,522
19,744	9,872	197,435
21,535	17,228	254,113
47,299	37,839	558,127
-	-	-
-	-	-
-	-	11,970
257,336	**231,266**	**3,085,402**
-	-	-
-	-	
3,422	3,422	41,068
-	-	-
-	-	(25,000)
3,422	**3,422**	**41,068**
247,042	**125,055**	

	Total Allocation 2020-21	Jul 2020	Aug 2020	Sep 2020	Oct 2020
Beginning Cash Balance	**981,216**	**981,216**	**903,439**	**700,394**	**638,637**
REVENUES					
State Programs					
CSGPB - Base	1,060,538	53,027	53,027	95,448	95,448
In Lieu of Property Taxes	4,122,552	-	343,546	343,546	343,546
Prop 30 EPA	109,017	-	-	27,254	-
Mandate Block Grant	8,208	-	-	-	-
California Lottery	92,853	-	-	-	-
Total State Programs	**5,393,169**	**53,027**	**396,573**	**466,249**	**438,994**
Other State Programs					
State Lunch Reimbursements	34,258	-	-	3,114	3,114
After School Education & Safety Program Grant	112,500	-	-	-	-
Common Core & Prop 39	-	-			
SB740 Facilities Subsidy	588,411	-	-	-	-
State SPED	279,585	13,979	13,979	25,163	25,163
Total Other State Programs	**1,014,754**	**13,979**	**13,979**	**28,277**	**28,277**
Federal Programs					
Title I	161,435	-	-	-	-
Title II	3,800	-	-	-	-
Title III	25,597	-	-	-	-
IDEA	71,307	-	-	-	-
National School Lunch Program	315,249	-	-	28,656	28,656
Total Federal Programs	**577,387**	**-**	**-**	**28,656**	**28,656**
Local Programs					
Local Food Service Revenue	11,581	-	-	1,053	1,053

Total Local Programs	**11,581**	**-**	**-**	**1,053**	**1,053**
Fundraising & Grants					
Fundraising	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**
PY Receivables	**678,168**	484,639	-	-	193,529
TOTAL REVENUES	**7,675,060**	**551,645**	**410,552**	**524,234**	**690,509**
	Total Expense				
EXPENSES					
Certificated Salaries	1,883,341	156,945	156,945	156,945	156,945
Classified Salaries	626,619	52,218	52,218	52,218	52,218
Employee Benefits	822,251	68,521	68,521	68,521	68,521
Books & Supplies	325,250	48,788	65,050	32,525	19,876
Food Service	348,389	-	17,419	34,839	34,839
Other Operating Services	1,113,712	92,809	92,809	92,809	92,809
Professional Services	1,640,546	136,712	136,712	136,712	136,712
Interest	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-
PY Payables	49,508	49,508	-	-	-
TOTAL EXPENSES	**6,809,615**	**605,501**	**589,675**	**574,570**	**561,921**
OTHER DISBURSEMENTS/FINANCING SOURCES					
CSFA - Revolving Loan	-	-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-
Facility Fee Adjustment	(137,059)	(11,422)	(11,422)	(11,422)	(11,422)
RSED Financing	-	-	-	-	-
Capital Improvements	25,000	(12,500)	(12,500)	-	-
Total Other Disbursement & Financing	**(112,059)**	**(23,922)**	**(23,922)**	**(11,422)**	**(11,422)**
Cumulative Cash Position		**903,439**	**700,394**	**638,637**	**755,804**

Accounts Receivable Schedule

Disbursements into next year	**Jul**	**Aug**	**Sep**	**Oct**
Charter School General Purpose Block Grant Allocation	9.0%	-	-	-

In Lieu of Property Taxes	8.3%	-	-	-
Prop 30 EPA	-	-	-	-
Mandate Block Grant	-	-	-	-
California Lottery	-	-	-	50.0%
State Lunch Reimbursements	9.1%	-	-	-
After School Education and Safety Program Grant	-	-	-	-
SB740 Facilities Subsidy	-	-	-	25.0%
State SPED	9.0%	-	-	-
Fed Titles	-	-	-	-
Federal Startup Grant (Title Vb)	100.0%	-	-	-
Facilities Incentive Grant	-	-	-	-
National School Lunch Program	9.1%	-	-	-
Private Start-up Grant	-	-	-	-

	Jul	Aug	Sep	Oct
REVENUES				
State Programs				
CSGPB - Base	95,448	-	-	-
In Lieu of Property Taxes	343,546	-	-	-
Prop 30 EPA	-	-	-	-
Mandate Block Grant	-	-	-	-
California Lottery	-	-	-	46,427
Total State Programs	**438,994**	**-**	**-**	**46,427**
Other State Programs				
State Lunch Reimbursements	3,114	-	-	-
SB740 Facilities Subsidy	-	-	-	147,103
State SPED	25,163	-	-	-
Total Other State Programs	**28,277**	**-**	**-**	**147,103**
Federal Programs				
Title I	-	-	-	-

Title II		-	-	-	-
Title III		-	-	-	-
National School Lunch Program		28,656	-	-	-
Total Federal Programs		**28,656**	**-**	**-**	**-**
Local Programs					
Local Food Service Revenue		1,053	-	-	-
Total Local Programs	**-**	**1,053**	**-**	**-**	**-**
TOTAL REVENUES (A/R)		**496,980**	**-**	**-**	**193,529**

Cash Flow Worksheet

Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Total 2020-21
755,804	**772,024**	**722,916**	**1,011,680**	**935,318**	**914,335**	**1,222,719**	**1,146,356**	
95,448	95,448	95,448	95,448	95,448	95,448	95,448	-	965,090
343,546	343,546	343,546	343,546	343,546	343,546	343,546	343,546	3,779,006
-	27,254	-	-	27,254	-	-	27,254	109,017
8,208	-	-	-	-	-	-	-	8,208
-	-	23,213	-	-	23,213	-	-	46,427
447,202	**466,249**	**462,208**	**438,994**	**466,249**	**462,208**	**438,994**	**370,800**	**4,907,748**
3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	31,141
84,375	-	-	-	28,125	-	-	-	112,500
-	-	294,206	-	-	147,103	-	-	441,308
25,163	25,163	25,163	25,163	25,163	25,163	25,163	-	254,422
112,652	**28,277**	**322,482**	**28,277**	**56,402**	**175,379**	**28,277**	**3,114**	**839,371**
-	-	40,359	-	-	121,076	-	-	161,435
-	-	950	-	-	2,850	-	-	3,800
-	-	6,399	-	-	19,197	-	-	25,597
-	-	-	-	-	71,307	-	-	71,307
28,656	28,656	28,656	28,656	28,656	28,656	28,656	28,656	286,561
28,656	**28,656**	**76,364**	**28,656**	**28,656**	**243,087**	**28,656**	**28,656**	**548,700**
1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	10,527

1,053	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**10,527**
-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
-	-	-	-	-	-	-	-	678,168
589,563	**524,234**	**862,107**	**496,980**	**552,359**	**881,727**	**496,980**	**403,623**	**6,984,515**
156,945	156,945	156,945	156,945	156,945	156,945	156,945	156,945	1,883,341
52,218	52,218	52,218	52,218	52,218	52,218	52,218	52,218	626,619
68,521	68,521	68,521	68,521	68,521	68,521	68,521	68,521	822,251
19,876	19,876	19,876	19,876	19,876	19,876	19,876	15,901	321,275
34,839	34,839	34,839	34,839	34,839	34,839	34,839	17,419	348,389
92,809	92,809	92,809	92,809	92,809	92,809	92,809	74,247	1,095,150
136,712	136,712	136,712	136,712	136,712	136,712	136,712	109,370	1,613,203
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	49,508
561,921	**561,921**	**561,921**	**561,921**	**561,921**	**561,921**	**561,921**	**494,622**	**6,710,228**
-	-	-	-	-	-	-		-
-	-	-	-	-	-	-	-	-
(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(137,059)
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	(25,000)
(11,422)	**(11,422)**	**(11,422)**	**(11,422)**	**(11,422)**	**(11,422)**	**(11,422)**	**(11,422)**	**(137,059)**
772,024	**722,916**	**1,011,680**	**935,318**	**914,335**	**1,222,719**	**1,146,356**	**1,043,936**	

Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
-	-	-	-	-	-	-	-	95,448
-	-	-	-	-	-	-	-	343,546
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	46,427
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**485,421**
-	-	-	-	-	-	-	-	3,114
-	-	-	-	-	-	-	-	147,103
-	-	-	-	-	-	-	-	25,163
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**175,379**
-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	28,656
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**28,656**
-	-	-	-	-	-	-	-	1,053
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,053**
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**690,509**

	Total Allocation 2020-21	Jul 2020	Aug 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 202
Beginning Cash Balance	**125,055**	**125,055**	**137,988**	**(7,680)**	**(8,482)**	**6,857**	**86,330**	**9**
REVENUES								
State Programs								
CSGFB - Base	1,962,348	98,117	98,117	176,611	176,611	176,611	176,611	176
In Lieu of Property Taxes	1,075,888	-	89,657	89,657	89,657	89,657	89,657	89
Prop 30 ERA	65,550	-	-	16,388	-	-	16,388	
Mandate Block Grant	4,347	-	-	-	-	4,347	-	
California Lottery	59,328	-	-	-	-	-	-	14
Total State Programs	**3,167,456**	**98,117**	**187,775**	**282,656**	**266,269**	**270,616**	**282,656**	**281**
Other State Programs								
State Lunch Reimbursements	21,887	-	-	1,990	1,990	1,990	1,990	1
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-
Common Core & Prop 39	-	-						
SB740 Facilities Subsidy	-	-	-	-	-	-	-	
State SPED	186,047	9,302	9,302	16,744	16,744	16,744	16,744	16
Total Other State Programs	**320,434**	**9,302**	**9,302**	**18,734**	**18,734**	**103,109**	**18,734**	**18**
Federal Programs								
Title I	94,602	-	-	-	-	-	-	23
Title II	3,800	-	-	-	-	-	-	
Title III	12,590	-	-	-	-	-	-	3
IDEA	33,963	-	-	-	-	-	-	
National School Lunch Program	201,409	-	-	18,308	18,308	18,308	18,308	18
Total Federal Programs	**346,363**	**-**	**-**	**18,308**	**18,308**	**18,308**	**18,308**	**46**
Local Programs								
Local Food Service Revenue	12,084	-	-	1,098	1,098	1,098	1,098	1
Total Local Programs	**12,084**	**-**	**-**	**1,098**	**1,098**	**1,098**	**1,098**	**1**
Fundraising & Grants								

Fundraising	-	-	-	-	-	-	-	
Total Local Programs	-	-	-	-	-	-	-	
PY Receivables	**267,632**	243,043	-	-	24,589	-	-	
TOTAL REVENUES	**4,113,988**	**350,463**	**197,077**	**321,796**	**328,998**	**393,131**	**321,796**	**316**
	Total Expense	12,249	(23,642)	(345,112)	(87,500)	(113,680)	(299,510)	(346
EXPENSES								
Certificated Salaries	1,345,808	112,150	112,150	112,150	112,150	112,150	112,150	112
Classified Salaries	523,059	43,588	43,588	43,588	43,588	43,588	43,588	43
Employee Benefits	475,491	39,624	39,624	39,624	39,624	39,624	39,624	39
Books & Supplies	204,164	30,625	40,833	20,416	12,477	12,477	12,477	12
Food Service	235,380	-	11,769	23,538	23,538	23,538	23,538	23
Other Operating Services	262,577	21,881	21,881	21,881	21,881	21,881	21,881	21
Professional Services	765,868	63,822	63,822	63,822	63,822	63,822	63,822	63
Interest	-	-	-	-	-	-	-	
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	
PY Payables	16,761	16,761	-	-	-	-	-	
TOTAL EXPENSES	**3,829,008**	**328,452**	**333,668**	**325,000**	**317,081**	**317,081**	**317,081**	**317**
OTHER DISBURSEMENTS/FINANCING SOURCES								
CSFA- Revolving Loan	-	-	-	-	-	-	-	
CSGF - Start-up Loan	-	-	-	-	-	-	-	
Facility Fee Adjustment	41,068	3,422	3,422	3,422	3,422	3,422	3,422	3
RSED Financing	-	-	-	-	-	-	-	
Capital Improvements	25,000	(12,500)	(12,500)	-	-	-	-	
Total Other Disbursement &Financing	**66,068**	**(9,078)**	**(9,078)**	**3,422**	**3,422**	**3,422**	**3,422**	**3**
Cumulative Cash Position		**137,988**	**(7,680)**	**(3,482)**	**6,857**	**85,330**	**93,468**	**126**

	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Total 2020-21
3,468	**126,797**	**117,548**	**152,811**	**275,598**	**266,318**	
5,611	176,611	176,611	176,611	176,611	-	1,785,737
9,657	89,657	89,657	89,657	89,657	89,657	986,231
-	-	16,388	-	-	16,388	65,550
-	-	-	-	-	-	4,347
4,831	-	-	14,831	-	-	29,661
4,099	**266,269**	**282,656**	**281,099**	**266,269**	**106,045**	**2,871,526**
1,990	1,990	1,990	1,990	1,990	1,990	19,895
	-	28,125	-	-	-	112,500
-	-	-	-	-	-	-
5,744	16,744	16,744	16,744	16,744	-	169,308
3,734	**18,734**	**46,859**	**18,734**	**18,734**	**1,990**	**301,698**
3,650	-	-	70,951	-	-	94,602
950	-	-	2,850	-	-	3,800
3,147	-	-	9,442	-	-	12,590
-	-	-	33,963	-	-	33,963
3,308	18,308	18,308	18,308	18,308	18,308	183,081
5,056	**18,308**	**18,308**	**135,514**	**18,308**	**18,308**	**328,035**
1,098	1,098	1,098	1,098	1,098	1,098	10,984
1,098	**1,098**	**1,098**	**1,098**	**1,098**	**1,098**	**10,984**

-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	267,632
,987	**304,409**	**318,921**	**436,446**	**304,409**	**127,441**	**3,779,875**
,726)	(111,651)	(210,582)	(208,235)	(48,968)	(140,760)	
2,150	112,150	112,150	112,150	112,150	112,150	1,345,803
3,588	43,588	43,588	43,588	43,588	43,538	523,059
9,624	39,624	39,624	39,624	39,624	39,624	475,491
2,477	12,477	12,477	12,477	12,477	9,981	201,668
3,538	23,538	23,538	23,538	23,538	11,769	235,380
1,881	21,881	21,881	21,881	21,881	17,505	258,201
3,822	63,822	63,822	63,822	63,822	51,058	753,099
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	16,761
7,081	**317,081**	**317,081**	**317,081**	**317,081**	**265,676**	**3,792,701**
-	-	-	-	-		-
-	-	-	-	-	-	-
3,422	3,422	3,422	3,422	3,422	3,422	41,068
-	-	-	-	-	-	-
-	-	-	-	-	-	(25,000)
3,422	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**41,068**
5,797	**117,548**	**152,811**	**275,598**	**266,348**	**111,536**	

	Total Allocation 2021-22	Jul 2021	Aug 2021	Sep 2021
Beginning Cash Balance	**1,043,936**	**1,043,936**	**963,206**	**745,240**
REVENUES				
State Programs				
CSGPB - Base	1,060,538	53,027	53,027	95,448
In Lieu of Property Taxes	4,122,552	-	343,546	343,546
Prop 30 EPA	109,017	-	-	27,254
Mandate Block Grant	8,208	-	-	-
California Lottery	92,853	-	-	-
Total State Programs	**5,393,169**	**53,027**	**396,573**	**466,249**
Other State Programs				
State Lunch Reimbursements	34,258	-	-	3,114
After School Education & Safety Program Grant	112,500	-	-	-
Common Core & Prop 39	-	-		
SB740 Facilities Subsidy	588,411	-	-	-
State SPED	279,585	13,979	13,979	25,163
Total Other State Programs	**1,014,754**	**13,979**	**13,979**	**28,277**
Federal Programs				
Title I	161,435	-	-	-
Title II	3,800	-	-	-
Title III	25,597	-	-	-
IDEA	71,307	-	-	-
National School Lunch Program	315,249	-	-	28,656
Total Federal Programs	**577,387**	**-**	**-**	**28,656**
Local Programs				
Local Food Service Revenue	11,581	-	-	1,053

Total Local Programs	**11,581**	**-**	**-**	**1,053**
Fundraising & Grants				
Fundraising	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**
PY Receivables	**690,509**	496,980	-	-
TOTAL REVENUES	**7,687,401**	**563,986**	**410,552**	**524,234**
	Total Expense			
EXPENSES				
Certificated Salaries	1,900,920	158,410	158,410	158,410
Classified Salaries	632,885	52,740	52,740	52,740
Employee Benefits	827,022	68,919	68,919	68,919
Books & Supplies	325,250	48,788	65,050	32,525
Food Service	348,389	-	17,419	34,839
Other Operating Services	1,113,712	92,809	92,809	92,809
Professional Services	1,640,546	136,712	136,712	136,712
Interest	-	-	-	-
Other Disbursements/Non Expenditures		-	-	-
PY Payables	49,880	49,880	-	-
TOTAL EXPENSES	**6,838,603**	**608,257**	**592,060**	**576,954**
OTHER DISBURSEMENTS/FINANCING SOURCES				
CSFA - Revolving Loan	-	-	-	-
CSGF - Start-up Loan	-	-	-	-
Facility Fee Adjustment	(137,500)	(11,458)	(11,458)	(11,458)
RSED Financing	-	-	-	-
Capital Improvements	50,000	(25,000)	(25,000)	-
Total Other Disbursement & Financing	**(87,500)**	**(36,458)**	**(36,458)**	**(11,458)**
Cumulative Cash Position		**963,206**	**745,240**	**681,062**

Accounts Receivable Schedule

edy — 2022-23 Cash Flow Worksheet

Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022
681,062	**795,807**	**809,606**	**758,077**	**1,044,419**	**965,636**	**942,231**	**1,248,194**	**1,169,410**
95,448	95,448	95,448	95,448	95,448	95,448	95,448	95,448	-
343,546	343,546	343,546	343,546	343,546	343,546	343,546	343,546	343,546
-	-	27,254	-	-	27,254	-	-	27,254
-	8,208	-	-	-	-	-	-	-
-	-	-	23,213	-	-	23,213	-	-
438,994	**447,202**	**466,249**	**462,208**	**438,994**	**466,249**	**462,208**	**438,994**	**370,800**
3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114
-	84,375	-	-	-	28,125	-	-	-
-	-	-	294,206	-	-	147,103	-	-
25,163	25,163	25,163	25,163	25,163	25,163	25,163	25,163	-
28,277	**112,652**	**28,277**	**322,482**	**28,277**	**56,402**	**175,379**	**28,277**	**3,114**
-	-	-	40,359	-	-	121,076	-	-
-	-	-	950	-	-	2,850	-	-
-	-	-	6,399	-	-	19,197	-	-
-	-	-	-	-	-	71,307	-	-
28,656	28,656	28,656	28,656	28,656	28,656	28,656	28,656	28,656
28,656	**28,656**	**28,656**	**76,364**	**28,656**	**28,656**	**243,087**	**28,656**	**28,656**
1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053

1,053	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**
-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
193,529	-	-	-	-	-	-	-	-
690,509	**589,563**	**524,234**	**862,107**	**496,980**	**552,359**	**881,727**	**496,980**	**403,623**
158,410	158,410	158,410	158,410	158,410	158,410	158,410	158,410	158,410
52,740	52,740	52,740	52,740	52,740	52,740	52,740	52,740	52,740
68,919	68,919	68,919	68,919	68,919	68,919	68,919	68,919	68,919
19,876	19,876	19,876	19,876	19,876	19,876	19,876	19,876	13,913
34,839	34,839	34,839	34,839	34,839	34,839	34,839	34,839	17,419
92,809	92,809	92,809	92,809	92,809	92,809	92,809	92,809	74,247
136,712	136,712	136,712	136,712	136,712	136,712	136,712	136,712	109,370
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
564,306	**564,306**	**564,306**	**564,306**	**564,306**	**564,306**	**564,306**	**564,306**	**495,019**
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
(11,458)	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**
795,807	**809,606**	**758,077**	**1,044,419**	**965,636**	**942,231**	**1,248,194**	**1,169,410**	**1,066,556**

	Total Allocation 2021-22	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Total 2021-22
Beginning Cash Balance	**111,536**	**111,536**	**113,258**	**(81,177)**	**(81,941)**	**(68**	
REVENUES							
State Programs							
CSGPB - Base	2,744,181	137,209	137,209	246,976	246,976	246	965,090
In Lieu of Property Taxes	1,325,369	-	110,447	110,447	110,447	110	3,779,006
Prop 30 EPA	80,750	-	-	20,188	-		109,017
Mandate Block Grant	5,244	-	-	-	-	5	8,208
California Lottery	73,079	-	-	-	-		46,427
Total State Programs	**4,228,624**	**137,209**	**247,657**	**377,611**	**357,424**	**362**	**4,907,748**
Other State Programs							
State Lunch Reimbursements	26,962	-	-	2,451	2,451	2	31,141
After School Education & Safety Program Grant	112,500	-	-	-	-	84,37	112,500
Common Core & Prop 39	-	-					
SB740 Facilities Subsidy	351,263	-	-	-	-		441,308
State SPED	225,111	11,256	11,256	20,260	20,260	20	254,422
Total Other State Programs	**715,886**	**11,256**	**11,256**	**22,711**	**22,711**	**107**	**839,371**
Federal Programs							
Title I	116,538	-	-	-	-		161,435
Title II	3,800	-	-	-	-		3,800
Title III	15,509	-	-	-	-		25,597
IDEA	40,969	-	-	-	-		71,307
National School Lunch Program	248,112	-	-	22,553	22,553	22	286,561
Total Federal Programs	**424,928**	**-**	**-**	**22,553**	**22,553**	**22**	**548,700**
local Programs							
Local Food Service Revenue	11,756	-	-	1,069	1,069	1	10,527
Total Local Programs	**11,756**	**-**	**-**	**1,069**	**1,069**	**1**	
Fundraising & Grants							

Fundraising	-	-	-	-	-	
Total Local Programs	-	-	-	-	-	
PY Receivables	**384,070**	304,409	-	-	29,661	
TOTAL REVENUES	**5,715,214**	**452,874**	**258,912**	**423,944**	**433,488**	**493**
	Total Expense	114,660	38,193	(241,964)	16,920	(13
EXPENSES						
Certificated Salaries	1,428,137	119,011	119,011	119,011	119,011	119
Classified Salaries	526,913	43,909	43,909	43,909	43,909	43
Employee Benefits	505,276	42,106	42,106	42,106	42,106	42
Books & Supplies	209,807	31,471	41,961	20,981	12,822	12
Food Service	286,881	-	14,342	28,688	28,688	28
Other Operating Services	981,397	77,616	77,616	77,616	77,616	77
Professional Services	1,149,877	95,823	95,823	95,823	95,823	95
Interest	-	-	-	-	-	
Other Disbursements/Non Expenditures		-	-	-	-	
PY Payables	19,636	19,636	-	-	-	
TOTAL EXPENSES	**5,057,873**	**429,574**	**431,770**	**428,130**	**419,971**	**419**
OTHER DISBURSEMENTS/FINANCING SOURCES						
CSFA - Revolving Loan	-	-	-	-	-	
CSGF - Start-up Loan	-	-	-	-	-	
Facility Fee Adjustment	41,068	3,422	3,422	3,422	3,422	3
RSED Financing	-	-	-	-	-	
Capital Improvements	50,000	(25,000)	(25,000)	-	-	
Total Other Disbursement & financing	**91,068**	**(21,578)**	**(21,578)**	**3,422**	**3,422**	**3**
Cumulative Cash Position		**113,258**	**(81,177)**	**(81,941)**	**(68,072)**	**8**

10,527
-
-
690,509
6,996,855
1,900,920
632,885
827,022
319,287
348,389
1,095,150
1,613,203
-
49,880
6,736,856
-
-
(137,500)
-
(50,000)
(137,500)

	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Total 2021-22
072)	8,755	16,150	291,221	218,428	253,919	490,086	477,304	
976	246,976	246,976	246,976	246,976	246,976	246,976	-	2,497,205
447	110,447	110,447	110,447	110,447	110,447	110,447	110,447	1,214,922
-	20,188	-	-	20,188	-	-	20,188	80,750
244	-	-	-	-	-	-	-	5,244
-	-	18,270	-	-	18,270	-	-	36,539
668	377,611	375,693	357,424	377,611	375,693	357,424	130,635	3,834,660
451	2,451	2,451	2,451	2,451	2,451	2,451	2,451	24,509
5	-	-	-	28,125	-	-	-	112,500
-	-	175,631	-	-	87,816	-	-	263,447
260	20,260	20,260	20,260	20,260	20,260	20,260	-	204,851
086	22,711	198,342	22,711	50,836	110,526	22,711	2,451	605,307
-	-	29,135	-	-	87,404	-	-	116,538
-	-	950	-	-	2,850	-	-	3,800
-	-	3,877	-	-	11,632	-	-	15,509
-	-	-	-	-	40,969	-	-	40,969
553	22,553	22,553	22,553	22,553	22,553	22,553	22,553	225,534
553	22,553	56,515	22,553	22,553	165,408	22,553	22,553	402,350
069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	10,686
069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	10,686

-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	384,070
,376	**423,944**	**631,619**	**403,757**	**452,089**	**652,896**	**403,757**	**156,708**	**5,187,073**
(,385)	(196,363)	(62,094)	(12,308)	(107,434)	8,016	50,380	(111,494)	
,011	119,011	119,011	119,011	119,011	119,011	119,011	119,011	1,428,137
,909	43,909	43,909	43,909	43,909	43,909	43,909	43,909	526,913
,106	42,106	42,106	42,106	42,106	42,106	42,106	42,106	505,276
,822	12,822	12,822	12,822	12,822	12,822	12,822	8,975	205,960
,683	28,683	28,683	28,683	28,683	28,683	28,683	14,342	286,831
,616	77,616	77,616	77,616	77,616	77,616	77,616	62,093	915,873
,823	95,823	95,823	95,823	95,823	95,823	95,823	76,658	1,130,712
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	19,636
,971	**419,971**	**419,971**	**419,971**	**419,971**	**419,971**	**419,971**	**357,085**	**4,999,708**
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	41,068
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	(50,000)
,422	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**41,068**
,755	**16,150**	**231,221**	**218,428**	**253,949**	**490,086**	**477,304**	**270,339**	

	Total Allocation 2022-23	Jul 2022	Aug 2022	Sep 2022	Oct 2022
Beginning Cash Balance	**1,066,556**	**1,066,556**	**931,430**	**661,055**	**594,469**
REVENUES					
State Programs					
CSGPB - Base	1,060,538	53,027	53,027	95,448	95,448
In Lieu of Property Taxes	4,122,552	-	343,546	343,546	343,546
Prop 30 EPA	109,017	-	-	27,254	-
Mandate Block Grant	8,208	-	-	-	-
California Lottery	92,853	-	-	-	-
Total State Programs	**5,393,169**	**53,027**	**396,573**	**466,249**	**438,994**
Other State Programs					
State Lunch Reimbursements	34,258	-	-	3,114	3,114
After School Education & Safety Program Grant	112,500	-	-	-	-
Common Core & Prop 39	-	-			
SB740 Facilities Subsidy	588,411	-	-	-	-
State SPED	279,585	13,979	13,979	25,163	25,163
Total Other State Programs	**1,014,754**	**13,979**	**13,979**	**28,277**	**28,277**
Federal Programs					
Title I	161,435	-	-	-	-
Title II	3,800	-	-	-	-
Title III	25,597	-	-	-	-
IDEA	71,307	-	-	-	-
National School Lunch Program	315,249	-	-	28,656	28,656
Total Federal Programs	**577,387**	**-**	**-**	**28,656**	**28,656**
Local Programs					
Local Food Service Revenue	11,581	-	-	1,053	1,053

Total Local Programs	**11,581**	**-**	**-**	**1,053**	**1,053**
Fundraising & Grants					
Fundraising	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**
PY Receivables	**690,509**	496,980	-	-	193,529
TOTAL REVENUES	**7,687,401**	**563,986**	**410,552**	**524,234**	**690,509**
	Total Expense	#REF!	#REF!	#REF!	#REF!
EXPENSES					
Certificated Salaries	1,918,674	159,890	159,890	159,890	159,890
Classified Salaries	639,214	53,268	53,268	53,268	53,268
Employee Benefits	831,841	69,320	69,320	69,320	69,320
Books & Supplies	325,250	48,788	65,050	32,525	19,876
Food Service	348,389	-	17,419	34,839	34,839
Other Operating Services	1,113,712	92,809	92,809	92,809	92,809
Professional Services	1,640,546	136,712	136,712	136,712	136,712
Interest	-	-	-	-	-
Other Disbursements/Non Expenditures		-	-	-	-
PY Payables	51,867	51,867	-	-	-
TOTAL EXPENSES	**6,869,493**	**612,654**	**594,468**	**579,363**	**566,714**
OTHER DISBURSEMENTS/FINANCING SOURCES					
CSFA - Revolving Loan	-	-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-
Facility Fee Adjustment	(137,500)	(11,458)	(11,458)	(11,458)	(11,458)
RSED Financing	-	-	-	-	-
Capital Improvements	150,000	(75,000)	(75,000)	-	-
Total Other Disbursement & Financing	**12,500**	**(86,458)**	**(86,458)**	**(11,458)**	**(11,458)**
Cumulative Cash Position		**931,430**	**661,055**	**594,469**	**706,805**

Accounts Receivable Schedule

ash Flow Worksheet

Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	Total 2022-23
706,805	**718,196**	**664,258**	**948,192**	**867,000**	**841,186**	**1,144,741**	**1,063,548**	
95,448	95,448	95,448	95,448	95,448	95,448	95,448	-	965,090
343,546	343,546	343,546	343,546	343,546	343,546	343,546	343,546	3,779,006
-	27,254	-	-	27,254	-	-	27,254	109,017
8,208	-	-	-	-	-	-	-	8,208
-	-	23,213	-	-	23,213	-	-	46,427
447,202	**466,249**	**462,208**	**438,994**	**466,249**	**462,208**	**438,994**	**370,800**	**4,907,748**
3,114	3,114	3,114	3,114	3,114	3,114	3,114	3,114	31,141
84,375	-	-	-	28,125	-	-	-	112,500
-	-	294,206	-	-	147,103	-	-	441,308
25,163	25,163	25,163	25,163	25,163	25,163	25,163	-	254,422
112,652	**28,277**	**322,482**	**28,277**	**56,402**	**175,379**	**28,277**	**3,114**	**839,371**
-	-	40,359	-	-	121,076	-	-	161,435
-	-	950	-	-	2,850	-	-	3,800
-	-	6,399	-	-	19,197	-	-	25,597
-	-	-	-	-	71,307	-	-	71,307
28,656	28,656	28,656	28,656	28,656	28,656	28,656	28,656	286,561
28,656	**28,656**	**76,364**	**28,656**	**28,656**	**243,087**	**28,656**	**28,656**	**548,700**
1,053	1,053	1,053	1,053	1,053	1,053	1,053	1,053	10,527

1,053	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**1,053**	**10,527**
-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
-	-	-	-	-	-	-	-	690,509
589,563	**524,234**	**862,107**	**496,980**	**552,359**	**881,727**	**496,980**	**403,623**	**6,996,855**
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
159,890	159,890	159,890	159,890	159,890	159,890	159,890	159,890	1,918,674
53,268	53,268	53,268	53,268	53,268	53,268	53,268	53,268	639,214
69,320	69,320	69,320	69,320	69,320	69,320	69,320	69,320	831,841
19,876	19,876	19,876	19,876	19,876	19,876	19,876	15,901	321,275
34,839	34,839	34,839	34,839	34,839	34,839	34,839	17,419	348,389
92,809	92,809	92,809	92,809	92,809	92,809	92,809	74,247	1,095,150
136,712	136,712	136,712	136,712	136,712	136,712	136,712	109,370	1,613,203
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	51,867
566,714	**566,714**	**566,714**	**566,714**	**566,714**	**566,714**	**566,714**	**499,415**	**6,767,746**
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(137,500)
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	(150,000)
(11,458)	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(137,500)**
718,196	**664,258**	**948,192**	**867,000**	**841,186**	**1,144,741**	**1,063,548**	**956,298**	

	Total Allocation 2022-23	Jul 2022	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023
Beginning Cash Balance	**270,339**	**270,339**	**310,994**	**74,337**	**90,880**	**219,282**	**314,154**	**338,854**	**576,093**	**580,1**
REVENUES										
State Programs										
CSGPB - Base	2,885,136	144,257	144,257	259,662	259,662	259,662	259,662	259,662	259,662	259,6
In Lieu of Property Taxes	1,356,555	-	113,046	113,046	113,046	113,046	113,046	113,046	113,046	113,0
Prop 30 EPA	82,650	-	-	20,663	-	-	20,663	-	-	20,6
Mandate Block Grant	6,460	-	-	-	-	6,460	-	-	-	
California Lottery	74,798	-	-	-	-	-	-	18,700	-	
Total State Programs	**4,405,599**	**144,257**	**257,303**	**393,371**	**372,708**	**379,168**	**393,371**	**391,408**	**372,708**	**393,3**
Other State Programs										
State Lunch Reimbursements	27,597	-	-	2,509	2,509	2,509	2,509	2,509	2,509	2,5
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,12
Common Core & Prop 39	-	-								
SB740 Facilities Subsidy	359,528	-	-	-	-	-	-	179,764	-	
State SPED	229,994	11,500	11,500	20,699	20,699	20,699	20,699	20,699	20,699	20,6
Total Other State Programs	**729,618**	**11,500**	**11,500**	**23,208**	**23,208**	**107,583**	**23,208**	**202,972**	**23,208**	**51,3**
Federal Programs										
Title I	119,280	-	-	-	-	-	-	29,820	-	
Title II	3,800	-	-	-	-	-	-	950	-	
Title III	15,874	-	-	-	-	-	-	3,968	-	
IDEA	50,469	-	-	-	-	-	-	-	-	
National School Lunch Program	253,950	-	-	23,084	23,084	23,084	23,084	23,084	23,084	23,0
Total Federal Programs	**443,373**	**-**	**-**	**23,084**	**23,084**	**23,084**	**23,084**	**57,823**	**23,084**	**23,0**
Local Programs										
Local Food Service Revenue	11,715	-	-	1,065	1,065	1,065	1,065	1,065	1,065	1,0
Total Local Programs	**11,715**	**-**	**-**	**1,065**	**1,065**	**1,065**	**1,065**	**1,065**	**1,065**	**1,0**
Fundraising & Grants										

Fundraising	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-
PY Receivables	**528,112**	403,757	-	-	124,355	-	-	-	-	
TOTAL REVENUES	**6,118,417**	**558,513**	**268,803**	**440,728**	**544,420**	**510,900**	**440,728**	**653,267**	**420,065**	**468,8**
	Total Expense	221,299	48,083	(225,180)	127,922	4,140	(179,579)	(40,446)	4,006	(90,6
EXPENSES										
Certificated Salaries	1,441,673	120,139	120,139	120,139	120,139	120,139	120,139	120,139	120,139	120,1
Classified Salaries	489,512	40,793	40,793	40,793	40,793	40,793	40,793	40,793	40,793	40,7
Employee Benefits	496,464	41,372	41,372	41,372	41,372	41,372	41,372	41,372	41,372	41,3
Books & Supplies	209,487	31,428	41,897	20,949	12,802	12,802	12,802	12,802	12,802	12,8
Food Service	293,262	-	14,663	29,326	29,326	29,326	29,326	29,326	29,326	29,3
Other Operating Services	931,376	77,615	77,615	77,615	77,615	77,615	77,615	77,615	77,615	77,6
Professional Services	1,168,844	97,404	97,404	97,404	97,404	97,404	97,404	97,404	97,404	97,4
Interest	-	-	-	-	-	-	-	-	-	
Other Disbursements/Non Expenditures		-	-	-	-	-	-	-	-	
PY Payables	38,534	38,534	-	-	-	-	-	-	-	
TOTAL EXPENSES	**5,069,151**	**447,280**	**433,883**	**427,597**	**419,451**	**419,451**	**419,451**	**419,451**	**419,451**	**419,4**
OTHER DISBURSEMENTS/FINANCING SOURCES										
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	
Facility Fee Adjustment	41,068	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,4
RSED Financing	-	-	-	-	-	-	-	-	-	
Capital Improvements	150,000	(75,000)	(75,000)	-	-	-	-	-	-	
Total Other Disbursement & financing	**191,068**	**(71,578)**	**(71,578)**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,4**
Cumulative Cash Position		**310,991**	**74,337**	**90,890**	**219,282**	**314,154**	**333,854**	**576,093**	**580,130**	**632,9**

	Apr 2023	May 2023	Jun 2023	Total 2022-23
130	**632,955**	**900,258**	**904,295**	
662	259,662	259,662	-	2,625,474
046	113,046	113,046	113,046	1,243,508
663	-	-	20,663	82,650
-	-	-	-	6,460
-	18,700	-	-	37,399
371	**391,408**	**372,708**	**133,709**	**3,995,491**
509	2,509	2,509	2,509	25,086
5	-	-	-	112,500
-	89,882	-	-	269,646
699	20,699	20,699	-	209,294
338	**113,090**	**23,208**	**2,509**	**616,526**
-	89,460	-	-	119,280
-	2,850	-	-	3,800
-	11,905	-	-	15,874
-	50,469	-	-	50,469
084	23,084	23,084	23,084	230,841
084	**177,769**	**23,084**	**23,084**	**420,264**
065	1,065	1,065	1,065	10,649
065	**1,065**	**1,065**	**1,065**	**10,649**

-	-	-	-	-
-	-	-	-	-
-	-	-	-	528,112
953	**683,331**	**420,065**	**160,366**	**5,571,041**
650)	38,651	66,689	(107,835)	
139	120,139	120,139	120,139	1,441,673
798	40,798	40,798	40,798	489,512
372	41,372	41,372	41,372	496,464
802	12,802	12,802	10,242	206,926
326	29,326	29,326	14,663	293,262
615	77,615	77,615	62,092	915,853
404	97,404	97,404	77,923	1,149,364
-	-	-	-	-
-	-	-	-	-
-	-	-	-	38,534
951	**419,451**	**419,451**	**367,223**	**4,993,053**
-	-	-	-	-
-	-	-	-	-
422	3,422	3,422	3,422	41,068
-	-	-	-	-
-	-	-	-	(150,000)
422	**3,422**	**3,422**	**3,422**	**41,068**
955	**900,258**	**904,295**	**700,880**	

Appendix BO-1: Budget Narrative & Cash Flow Statement

The Rocketship Mateo Sheedy Charter Renewal ("RMS") financial statements include a five year pro-forma annual budget and a five year monthly cash flow statement including the periods 2019-20 to 2023-24.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for RMS will depend on the number of students enrolled and their demographics. Based on historical data this budget assumes 50.4 percent English Learners (EL), 89.4 percent Free and Reduced Lunch (FRL), and an unduplicated population of 90.1 percent. The Average Daily Attendance (ADA) is the aggregate attendance of a school during a reporting period divided by the number of days school is in session during this period. ADA is used to calculate many of the revenue sources. We assume ADA percentage of 95 percent.

The following table shows our projected enrollment and ADA.

Table A: Enrollment & ADA

	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	15	15	15	15	15
Kindergarten	90	90	90	90	90
1st Grade	75	90	90	90	90
2nd Grade	90	75	90	90	90
3rd Grade	75	90	80	90	90
4th Grade	105	85	90	75	90
5th Grade	90	95	85	90	75
Total	**540**	**540**	**540**	**540**	**540**
Average Daily Attendance					
ADA %	95%	95%	95%	95%	95%
Total	**513**	**513**	**513**	**513**	**513**

Enrollment patterns and attrition rates are monitored very closely when creating enrollment targets for Rocketship schools each year. Higher attrition rates are often experienced in the 5th grade, due to students moving onto middle school charters that start with 5th grade. Rocketship encourages this choice for their families. As a result, our schools can experience up to 70 percent attrition in higher grades due to students exercising choice with their middle school options.

Revenues

Factoring in all revenues at the school, per-pupil funding is approximately $13K per ADA at RMS. State revenue streams provide the largest source of funding, constituting 91 percent of the charter school funding. All revenues are monitored throughout the year as the funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2019-20	2020-21	2021-22	2022-23	2023-24
Summary of Revenue Programs (Thousands)					
State Revenue	$6,112	$6,259	$6,408	$6,408	$6,408
Federal Revenue	$541	$577	$577	$577	$577
Local Revenue	$12	$12	$12	$12	$12
Philanthropy	$38	$38	$38	$38	$38
Total Revenues	**$6,702**	**$6,886**	**$7,034**	**$7,034**	**$7,034**
State % of Revenues	*91.2%*	*90.9%*	*91.1%*	*91.1%*	*91.1%*
Revenues per ADA	*$13,065*	*$13,422*	*$13,712*	*$13,712*	*$13,712*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of this funding dependent upon the annual state budget and the school's student population.

Table C: Projected State Revenues

	2019-20	2020-21	2021-22	2022-23	2023-24
State Revenues (Thousands)					
LCFF - State Aide	$1,001	$1,031	$1,061	$1,061	$1,061
In Lieu of Property Tax	$3,892	$4,007	$4,123	$4,123	$4,123
Prop 30 EPA	$103	$106	$109	$109	$109
Mandate Block Grant	$8	$8	$8	$8	$8
California Lottery	$93	$93	$93	$93	$93
State Lunch Reimbursements	$34	$34	$34	$34	$34
After School Education and Safety Program	$113	$113	$113	$113	$113
SB740 Facilities Subsidy	$588	$588	$588	$588	$588
One-time Funding	-	-	-	-	-
SPED State Revenue	$280	$280	$280	$280	$280
Total State Revenue	**$6,112**	**$6,259**	**$6,408**	**$6,408**	**$6,408**

Principal Apportionment

The LCFF FCMAT calculator is used to determine the LCFF projections for each year of the pro-forma.. For conservatism, no COLA increases are assumed in 2022-23 and beyond. Projecting more conservative revenue assumptions helps to prepare the school's financial situation for potential economic downturn in the future.

The supplemental and concentration grant components of LCFF are calculated based on the unduplicated population of the school and district the school is located. Rocketship Mateo Sheedy is located in the San Jose Unified School District, which has an unduplicated percentage of 47.4 percent. Therefore, RMS will not qualify for concentration grant funding.

Based on historical disbursements, these projections assume 78 percent of the principal apportionment to be disbursed through property taxes, and 2 percent via the Education Protection Account.

Lottery & Mandate Block Grant

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately $181 per year. Funding is based on annual ADA. Lottery funds are mainly allocated for general purpose use with slightly over 20 percent of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $16 per ADA.

Facilities Reimbursement (SB 740)

The California School Finance Authority administers a program to assist with facilities rent and lease expenditures for charter schools that meet certain eligibility criteria. In 2019-20, eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to $1,147 per unit of classroom-based average daily attendance (ADA), not to exceed 75 percent of their total annual facilities rent and lease costs. If there are insufficient funds to reimburse all eligible charter schools at the maximum level, the funding provided to each school will be reduced on a pro-rata basis. Rocketship has assumed $1,147 per ADA for SB740 revenue projections for 2019-20 and future years.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 55 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a student population that meets or exceeds 55 percent eligibility for free and reduced-price meals. RMS has far exceeded this percentage each year and thus qualified and received this funding in the past.

ASES & One-Time Funding

RMS has partnered with YMCA to run an after school program. This program has been funded by the After School Education and Safety Program for the last several years, and is assumed to continue to fund this program in the future.

Special Education

Rocketship provides special education services for all schools in its network, and works with the El Dorado County Special Education Local Planning Area (SELPA) to ensure resources are allocated across all schools to ensure compliant, efficient and effective delivery of services. RMS's state special education funding includes general state aid of $514 per ADA. In addition to state special education funding, the revenue

projection for RMS also assumes $125 per ADA of federal special education funding. Federal funding is based off of previous year's ADA.

Federal Revenues

As a direct-funded charter school, RMS will apply for federal funds directly through the Consolidated Application process. Federal revenues are estimated based on specific programs identified below.

Table D: Projected Federal Revenues

	2019-20	2020-21	2021-22	2022-23	2023-24
Federal Revenues (Thousands)					
Title I	$161	$161	$161	$161	$161
Title II	$4	$4	$4	$4	$4
Title III	$26	$26	$26	$26	$26
IDEA	$35	$71	$71	$71	$71
National School Lunch Program	$315	$315	$315	$315	$315
Total Federal Revenue	**$541**	**$577**	**$577**	**$577**	**$577**

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent per guardian income levels. RMS provides universal breakfast to all its students. For this budget, we assume that 70 percent of our students will be eligible to receive federal funding reimbursements per meal per day for lunch meals. For operational purposes, we project that 100 percent of all students receive lunch, based on historical percentages. Additional receipts from paid student meals are included in the budget as local revenue. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title I, II, & III

Title I funding is used to improve the academic achievement of economically disadvantaged students. The funding is calculated based on the number of students qualifying for free and/or reduced meals. We conservatively project $352 per identified pupil. Title II funding is used to improve the quality of teaching and principal leadership. These projections assume $3,800 per school each year. Finally, Title III funding is used for language instruction for limited English proficient and immigrant students. With a large portion of English Language Learner (ELL) students Title III funding is based off $99 per ELL ADA.

Expenditures

The projected expenditures through 2023-2024 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2019-20	2020-21	2021-22	2022-23	2023-24
Summary of Projected Expenses (Thousands)					
Certificated Salaries	$1,849	$1,866	$1,883	$1,901	$1,919
Classified Salaries	$616	$620	$627	$633	$639
Employee Benefits	$776	$818	$822	$827	$832
Total Compensation	**$3,241**	**$3,304**	**$3,332**	**$3,361**	**$3,390**
Books & Supplies	$325	$325	$325	$325	$325
Food Service	$348	$348	$348	$348	$348
Other Operating Expenses	$1,114	$1,114	$1,114	$1,114	$1,114
Professional Services	$1,591	$1,618	$1,641	$1,641	$1,641
Interest & Capital Outlay	$46	$46	$46	$46	$46
Total Non-Comp	**$3,424**	**$3,451**	**$3,474**	**$3,474**	**$3,474**
Total Expenses	**$6,664**	**$6,755**	**$6,806**	**$6,834**	**$6,863**
% Compensation	*49%*	*49%*	*49%*	*49%*	*49%*

Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain relatively constant at approximately 50 percent of total expenditures over the four years. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time. Compensation also incorporates all staff benefits including social security, state teachers' retirement, Medicare, and workers' compensation.

RMS's teacher staffing levels are based upon enrollment projections. In a traditional elementary school, if a teacher's homeroom class is receiving services from another teacher, the homeroom teacher does not instruct another class of students. Because RMS teachers engage in a teaming approach they are able to teach more than one class of students each day. In addition, our students spend a portion of their day in the learning lab in large groups. By using a teaming approach in conjunction with the learning lab, Rocketship is able to have an overall school-wide ratio of certificated teachers to students at approximately 36:1, while maintaining an actual classroom ratio of certificated teachers to students at approximately 28:1.

The Rocketship instructional model employs a mix of qualified instructional staff including teachers and tutors (Individualized Learning Specialists or "ILS") in each school. All of these positions are engaged in full-time student instruction, some providing group instruction in the classroom, and others providing personalized instruction, with students rotating to different subject areas during the day. This unique structure means that while instruction is being delivered, there are never more than 30 students working with a certificated teacher. As students matriculate to older grades RMS allows for some natural attrition to bring these class sizes down to around 28:1. In terms of ratios, as shown below in Table F, the ratio of

instructional staff to students is approximately 22:1. Also shown is a table showing planned staffing level across the school, along with a table following that provides detailed staffing projections on a grade-by-grade level.

Table F: Teacher - Instructional Staff Ratio

Instructional Staff Ratio					
Total Enrollment	540	540	540	540	540
Teachers	18	18	18	18	18
Tutors	2	2	2	2	2
Special Education Teachers	2	2	2	2	2
Para-Professionals	3	3	3	3	3
Total Instructional Staff	**25**	**25**	**25**	**25**	**25**
Student : Instructional Staff Ratio	*22*	*22*	*22*	*22*	*22*

Teachers at RMS will be supported by a Principal and two Assistant Principals. Additionally, RMS will have support staff to assist with operations and personalized learning within the Learning Lab. Special Education staffing is staffed based on the schools special education population. As of 2019-20 approximately 8 percent of the RMS student body qualifies for special education.

The staffing tables associated with our financial projections are shown below:

Table G: Staffing Model

Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten	1.0	1.0	1.0	1.0	1.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	2.5	2.5	2.5	2.5	2.5
2nd Grade	2.5	2.5	2.5	2.5	2.5
3rd Grade	3.0	3.0	3.0	3.0	3.0
4th Grade	3.0	3.0	3.0	3.0	3.0
5th Grade	3.0	3.0	3.0	3.0	3.0
Special Education Specialists	2.0	2.0	2.0	2.0	2.0
Total Teachers	**20.0**	**20.0**	**20.0**	**20.0**	**20.0**
Tutors/Para-Professionals					
Transitional Kindergarten	-	-	-	-	-
Kindergarten	-	-	-	-	-
1st Grade	0.5	0.5	0.5	0.5	0.5

2nd Grade	0.5	0.5	0.5	0.5	0.5
3rd Grade	-	-	-	-	-
4th Grade	1.0	1.0	1.0	1.0	1.0
5th Grade	1.0	1.0	1.0	1.0	1.0
Para-Professional	3.0	3.0	3.0	3.0	3.0
Total Tutors/Para-Professionals	**6.0**	**6.0**	**6.0**	**6.0**	**6.0**
Total Instructional Staff	**26.0**	**26.0**	**26.0**	**26.0**	**26.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	2.0	2.0	2.0	2.0	2.0
Total School Leaders	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Other Non-Instructional Staff					
Office Manager	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	3.0	3.0	3.0	3.0	3.0
Part-time Support Staff (Est. as FTE)	5.4	5.4	5.5	5.5	5.6
Total Other Non-Instructional Staff	**10.4**	**10.4**	**10.5**	**10.5**	**10.6**
Total Non-Instructional Staff	**13.4**	**13.4**	**13.5**	**13.5**	**13.6**
Total Staffing	**39.4**	**39.4**	**39.5**	**39.5**	**39.6**

The average salary and wage structure for key staff positions are listed in Table H.

Table H: Average Budgeted Salary by Position

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

Table I: Employee Benefits

Employee Benefits (Thousands)					
Medical / Dental / Vision	$285	$285	$285	$285	$285
Workers Compensation	$44	$45	$45	$46	$46
Social Security / FICS / Medicare	$75	$76	$76	$77	$78
STRS Retirement	$316	$356	$360	$363	$366
403(b) Match	$25	$25	$25	$25	$26
PTO Payout	$31	$31	$31	$31	$31
Total Benefits	**$776**	**$818**	**$822**	**$827**	**$832**

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. RMS's employees participate in some combination of State Teachers' Retirement, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employee who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to increase to 19.1 percent by 2020-21. Other employee benefits include health care insurance to employees who are scheduled to work at least 30 hours per week.

Table J: Books, Supplies, and Food

Books & Supplies (Thousands)					
Curriculum	$96	$96	$96	$96	$96
Instructional Supplies	$98	$98	$98	$98	$98
Non-Instructional Supplies	$41	$41	$41	$41	$41
Software Programs (Admin & Assessments)	$28	$28	$28	$28	$28
Student Computer Equipment	$41	$41	$41	$41	$41
Other Non-Cap. Equipment & Furniture	$21	$21	$21	$21	$21
Total Books & Supplies	**$325**	**$325**	**$325**	**$325**	**$325**
Food Service (Thousands)					
Student Food Services	$348	$348	$348	$348	$348
Total Food Service	**$348**	**$348**	**$348**	**$348**	**$348**

Many of the core programming cost projections are based upon a per pupil allotment, such as food, instructional supplies, textbooks, and some assessments. With technology an innovative component of our school model, schools spend approximately $40K on online-learning curricula each year for use in the

learning labs. Chromebooks are projected based on new student enrollment and pre-determined life-cycle for existing equipment. The budget assumes a 2.5:1 student to Chromebook ratio, with a 3 year-life.

Table K: Other Discretionary Expenses

Other Operating Expenses (Thousands)					
Travel & Conferences	$5	$5	$5	$5	$5
Dues & Memberships	$5	$5	$5	$5	$5
Communications	$29	$29	$29	$29	$29
Insurance	$14	$14	$14	$14	$14
Utilities	$67	$67	$67	$67	$67
Copier Leases	$65	$65	$65	$65	$65
Facility Maintenance & Repairs	$62	$62	$62	$62	$62
Facility Lease Expense	$868	$868	$868	$868	$868
Total Other Operating Expenses	**$1,114**	**$1,114**	**$1,114**	**$1,114**	**$1,114**

Many of the operating cost projections are based upon historical averages experienced at RMS, such as communication costs, utility and copier lease costs. Communications costs include student mailings and telecommunication costs. These costs have been projected based on historical experience at RMS. Costs for insurance are an enrollment-based allocation of Rocketship's overall schools commercial insurance package.

Facility Lease Expense

In 2007, RMS entered into a lease for its location at 788 Locust Street. RMS has a current long term facility lease with average lease payment of $868K per year and expiration in 2046.

Traditional public schools have a significant cost advantage for facilities costs when compared to charter schools for several reasons: (a) much of the facility costs in existing traditional public schools are based on schools that were built many years ago when costs for land and buildings were significantly less than the cost of land acquisition and construction that Rocketship schools are forced to pay; (b) Rocketship is obligated to finance its own buildings and land and is not permitted to access low-cost state financing like traditional public schools nor to access additional sources like parcel taxes to offset costs; and (c) most of Rocketship's schools are built in high-density areas rather than on land that was previously used for other, less congested (e.g. agricultural) purposes.

Rocketship's lease expense line item is determined based on a number of facility-related components including:

- Debt service, covering land acquisition and construction
- Ground leases, when required
- Taxes & insurance
- Maintenance and cap-ex reserves

- Property management fees

The financial projections for RMS include a lease cost of approximately $868K per year. SB740 is a restricted revenue source and only used to cover RMS's lease expense. As shown in Table L this revenue stream relieves approximately 68 percent of this cost for the school.

Table L: SB740 Impact

SB740 Impact (Thousands)					
SB740 Revenue	$588	$588	$588	$588	$588
Lease Expense	$868	$868	$868	$868	$868
SB740 Relief	*68%*	*68%*	*68%*	*68%*	*68%*
Net Lease Burden to School	*$280*	*$280*	*$280*	*$280*	*$280*

Expenses in this next section are primarily based on preliminary negotiations with prospective service providers or based on historical amounts at RMS. We make note of items below as needed to explain our budgeting assumptions.

Table M: Professional Services

Professional Services (Thousands)					
Professional Development	$84	$84	$84	$84	$84
SPED Consultants	$33	$33	$33	$33	$33
Other Consultants	$130	$130	$130	$130	$130
IT Support	$25	$25	$25	$25	$25
Custodial Services	$62	$62	$62	$62	$62
Health & Testing	$3	$3	$3	$3	$3
After School Program	$150	$150	$150	$150	$150
Substitutes	$46	$46	$46	$46	$46
Field Trips	$39	$39	$39	$39	$39
Other Services	$27	$27	$27	$27	$27
Authorizer Oversight	$49	$49	$49	$49	$49
SPED Admin Fee	$14	$14	$14	$14	$14
Central Office Allocation Fee	$929	$956	$978	$978	$978
Total Professional Services	**$1,591**	**$1,618**	**$1,641**	**$1,641**	**$1,641**

Professional Development

Professional development includes both certification costs and costs for other professional development of administrators, teachers, and staff.

SPED Consultants

Special Education Consultant costs include outsourced service provider costs. Rocketship also employs multiple psychologists, speech language pathologists and occupational therapists at the regional level to serve their Bay Area schools.

After School Program

The After School Program and Safety Grant covers the majority of RMS's After School Program. YMCA covers the remaining cost of the program.

Substitute Teacher Costs

Teacher substitute provisions are included for both projected sick and personal leave as well as for professional staff development leave. Ten days per year per teacher FTE are projected for all forms of leave. For each day of leave per teacher FTE, $250 has been assumed for teacher substitute provisions. Estimates are based off of historical experience of Rocketship's existing schools. Included in this line-item are proctoring costs for CELDT testing, based on historical data at RMS.

Field Trips

Schools are budgeted $5,500 per grade for field trips; these costs have been projected based on historical experience at RMS.

Other Services

The budget line item for "Other Services" includes the following external expenses: audit fees, and security services.

Authorizer Oversight & SELPA Admin Fee

Authorizer oversight is the fee charged by each charter authorizer. We assume 1 percent of principal apportionment revenue is budgeted for all our Rocketship schools in the Bay Area. As a member of the El Dorado County SELPA, RMS is charged a 4 percent fee of special education revenue.

Central Office Expense Allocation Fee

Rocketship's model is highly centralized. Many services that benefit the school, and that are typically provided directly at the school in a traditional public school environment, are provided by Rocketship's central office. This structure allows school leaders to focus their time and energy on instruction, student achievement and student/parent engagement. By centralizing certain services we are able to provide more efficient and effective delivery of various support services. These centralized services include, but are not limited to:

Programmatic Services:

- Curriculum & Assessment
- Instructional Leadership
- Recruitment
- Lottery Management
- Student Data Analysis
- Parent & Community Engagement

Operational Services:

- Payroll
- Accounting & Financial Reporting

- Procurement
- Human Resources
- Legal Support
- IT Support
- Operational Policy Support
- Authorizer Relations

To cover the cost of these services listed above, schools are charged 15 percent revenue which is transferred to the central office (Note some reimbursed revenues are not included, i.e. lunch revenues).

Ending Cash Balance

RMS will maintain a healthy cash reserve over the next five year. The projected reserves will be monitored and adjusted and refined as decisions and updates are provided relative to state funding amounts as well as when refinements or updates are made to the projected spending plan for the school.

Table N: Statement of Activities & Cash Reserve Balance

Statement of Activities (Thousands)					
Revenues					
State Revenue	$6,112	$6,259	$6,408	$6,408	$6,408
Federal Revenue	$541	$577	$577	$577	$577
Local Revenue	$12	$12	$12	$12	$12
Grants & Fundraising	$38	$38	$38	$38	$38
Total Revenues	**$6,702**	**$6,886**	**$7,034**	**$7,034**	**$7,034**
Expenses					
Certificated Salaries	$1,849	$1,866	$1,883	$1,901	$1,919
Classified Salaries	$616	$620	$627	$633	$639
Employee Benefits	$776	$818	$822	$827	$832
Books & Supplies	$325	$325	$325	$325	$325
Food Service	$348	$348	$348	$348	$348
Other Operating Expenses	$1,114	$1,114	$1,114	$1,114	$1,114
Professional Services	$1,591	$1,618	$1,641	$1,641	$1,641
Interest & Capital Outlay	$46	$46	$46	$46	$46
Total Expenses	**$6,664**	**$6,755**	**$6,806**	**$6,834**	**$6,863**
Increase/Decrease of Net Assets	**$38**	**$130**	**$229**	**$200**	**$171**
Beginning Cash Balance	$1,093	$967	$981	$1,044	$1,067
Ending Cash Balance	$967	$981	$1,044	$1,067	$956
Reserve Balance (% of Expenditures)	**14.5%**	**14.5%**	**15.3%**	**15.6%**	**13.9%**

Cash Flow

Revenues

Since revenues are disbursed from multiple sources at different times, projecting cash flow is a top priority for all Rocketship schools. The greatest cash flow challenge is predicting the flow of federal and state revenue sources. California law identifies the percentage of a school's general purpose funds to be paid at specified dates. The California Department of Education (CDE) disburses state aide on a 5-9-9 schedule.

Principal Apportionment

The principal apportionment comes from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In Lieu Property Tax amount per (ADA). State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. The Economic Protection Account flows quarterly in September, December, March and June. In Lieu Property Tax is disbursed monthly starting in August.

California Lottery

State Lottery payments, paid according to the prior year's ADA, are projected to be disbursed in January (25 percent), March (25 percent) and October (50 percent).

Title Funding

Title payments are projected to be paid in January (25 percent) and April (75 percent).

Free and Reduced Meals Program

Payments are made after RMS files a reimbursement claim. Claims are generally filed monthly and the payment schedule is generally within 45 to 60 days after the claim is filed. This means that revenue for Free and Reduced Meals generally lag expenses by a month.

Expenditure

The most significant areas of RMS's cost structure are primarily staff compensation and facilities related expenses, which are generally paid evenly throughout the year. The vast majority of the curriculum and supply costs are front-loaded to the beginning of the school year.

Cash Flow Summary

Rocketship Mateo Sheedy — Summary Cash Flow Projections

2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**1,093,020**	**700,201**	**468,153**	**400,978**	**318,097**	**527,799**	**713,624**	**995,869**	**912,988**	**883,938**	**1,149,803**	**1,066,922**
Total Receipts	311,498	489,689	597,416	471,710	764,293	740,416	836,837	471,710	525,541	820,456	471,710	386,720
Total Disbursements	(692,937)	(710,357)	(653,211)	(543,211)	(543,211)	(543,211)	(543,211)	(543,211)	(543,211)	(543,211)	(543,211)	(478,127)
Total Other Disbursement & Financing	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)	(11,380)
Change in Cash	(392,819)	(232,048)	(67,175)	(82,881)	209,702	185,825	282,246	(82,881)	(29,050)	265,865	(82,881)	(102,788)
Ending Cash Balance	**700,201**	**468,153**	**400,978**	**318,097**	**527,799**	**713,624**	**995,869**	**912,988**	**883,938**	**1,149,803**	**1,066,922**	**964,134**
2020-21	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	**964,134**	**923,050**	**715,726**	**645,863**	**755,614**	**764,419**	**707,205**	**988,553**	**904,774**	**875,686**	**1,176,654**	**1,092,875**
Total Receipts	534,796	402,238	512,094	679,059	578,112	512,094	850,656	485,529	540,219	870,276	485,529	398,540
Total Disbursements	(551,958)	(585,640)	(570,535)	(557,886)	(557,886)	(557,886)	(557,886)	(557,886)	(557,886)	(557,886)	(557,886)	(490,922)
Total Other Disbursement & Financing	(23,922)	(23,922)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)
Change in Cash	(41,084)	(207,324)	(69,862)	109,751	8,804	(57,214)	281,348	(83,779)	(29,089)	300,968	(83,779)	(103,803)
Ending Cash Balance	**923,050**	**715,726**	**645,863**	**755,614**	**764,419**	**707,205**	**988,553**	**904,774**	**875,686**	**1,176,654**	**1,092,875**	**989,072**
2021-22	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	**989,072**	**909,455**	**709,172**	**648,264**	**766,197**	**783,184**	**734,924**	**1,024,455**	**948,859**	**928,724**	**1,237,875**	**1,162,279**
Total Receipts	550,041	413,513	525,282	691,475	590,528	525,282	863,072	497,945	553,407	882,692	497,945	409,161
Total Disbursements	(605,737)	(589,874)	(574,768)	(562,120)	(562,120)	(562,120)	(562,120)	(562,120)	(562,120)	(562,120)	(562,120)	(494,781)
Total Other Disbursement & Financing	(23,922)	(23,922)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)	(11,422)
Change in Cash	(79,618)	(200,282)	(60,908)	117,933	16,987	(48,260)	289,531	(75,596)	(20,135)	309,151	(75,596)	(97,042)
Ending Cash Balance	**909,455**	**709,172**	**648,264**	**766,197**	**783,184**	**734,924**	**1,024,455**	**948,859**	**928,724**	**1,237,875**	**1,162,279**	**1,065,237**
2022-23	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	**1,065,237**	**982,705**	**768,242**	**705,803**	**822,145**	**837,541**	**787,752**	**1,075,691**	**998,504**	**976,839**	**1,284,399**	**1,207,212**
Total Receipts	562,569	414,401	526,320	692,453	591,506	526,320	864,050	498,923	554,445	883,670	498,923	409,997
Total Disbursements	(608,643)	(592,406)	(577,301)	(564,652)	(564,652)	(564,652)	(564,652)	(564,652)	(564,652)	(564,652)	(564,652)	(495,296)
Total Other Disbursement & Financing	(36,458)	(36,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)
Change in Cash	(82,533)	(214,463)	(62,439)	116,342	15,396	(49,790)	287,940	(77,187)	(21,665)	307,560	(77,187)	(96,757)
Ending Cash Balance	**982,705**	**768,242**	**705,803**	**822,145**	**837,541**	**787,752**	**1,075,691**	**998,504**	**976,839**	**1,284,399**	**1,207,212**	**1,110,455**

2023-24	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**1,110,455**	**974,467**	**707,757**	**643,103**	**757,218**	**770,386**	**718,381**	**1,004,093**	**924,678**	**900,798**	**1,206,130**	**1,126,715**
Total Receipts	563,572	414,594	526,546	692,665	591,719	526,546	864,263	499,136	554,671	883,883	499,136	410,179
Total Disbursements	(613,101)	(594,847)	(579,741)	(567,092)	(567,092)	(567,092)	(567,092)	(567,092)	(567,092)	(567,092)	(567,092)	(499,718)
Total Other Disbursement & Financing	(86,458)	(86,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)
Change in Cash	(135,988)	(266,711)	(64,653)	114,114	13,168	(52,005)	285,712	(79,415)	(23,880)	305,332	(79,415)	(100,997)
Ending Cash Balance	**974,467**	**707,757**	**643,103**	**757,218**	**770,386**	**718,381**	**1,004,093**	**924,678**	**900,798**	**1,206,130**	**1,126,715**	**1,025,718**

LEA: **Rocketship Mateo Sheedy Elementary**
Charter

Projection **RMS**

	2012-13	2013-14	2014-15	2015-16	2016-17
Statutory COLA & Augmentation					
(prefilled as calculated by the Department of Finance, DOF)		1.57%	0.85%	1.02%	0.00%
Statutory COLA		*1.57%*	*0.85%*	*1.02%*	*0.00%*
Augmentation		*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Gap Closed Percentage					
(prefilled as calculated by the Department of Finance, DOF)		12.00169574%	30.16016166%	52.55761597%	56.07679980%
Statewide 90th percentile rate					
(used in Economic Recovery Target, ERT, calculation only)		$ 12,921.15	---	---	---
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	21.5165%	21.12293943%	26.76692016%	25.92116080%	24.89424756%
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)		21.03170000%	26.66368816%	25.71753613%	24.75704809%
Historical Difference in EPA Rates between Annual & P-2		*0.0912%*	*0.1032%*	*0.2036%*	*0.1372%*
Local EPA Accrual					

PER ADA FUNDING LEVELS *(calculated at TARGET)*

Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 9,042	$ 9,133	$ 9,238	$ 9,243
Grades 4-6	$ 8,208	$ 8,291	$ 8,387	$ 8,391
Grades 7-8	$ 8,349	$ 8,435	$ 8,532	$ 8,536
Grades 9-12	$ 10,175	$ 10,280	$ 10,397	$ 10,403

Base Grants				
Grades TK-3	$ 6,952	$ 7,011	$ 7,083	$ 7,083
Grades 4-6	$ 7,056	$ 7,116	$ 7,189	$ 7,189
Grades 7-8	$ 7,266	$ 7,328	$ 7,403	$ 7,403
Grades 9-12	$ 8,419	$ 8,491	$ 8,578	$ 8,578

Grade Span Adjustment				
Grades TK-3	$ 724	$ 729	$ 737	$ 737
Grades 9-12	$ 219	$ 221	$ 223	$ 223

Necessary Small School Selection *(if applicable)*				
NSS #1	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF

Supplemental Grant		**20.00%**		**20.00%**		**20.00%**		**20.00%**
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$	1,535	$	1,548	$	1,564	$	1,564
Grades 4-6	$	1,411	$	1,423	$	1,438	$	1,438
Grades 7-8	$	1,453	$	1,466	$	1,481	$	1,481
Grades 9-12	$	1,728	$	1,742	$	1,760	$	1,760
Actual - 1.00 ADA, Local UPP as follows:		*88.98%*		*89.97%*		*90.69%*		*90.99%*
Grades TK-3	$	1,366	$	1,393	$	1,418	$	1,423
Grades 4-6	$	1,256	$	1,280	$	1,304	$	1,308
Grades 7-8	$	1,293	$	1,319	$	1,343	$	1,347
Grades 9-12	$	1,537	$	1,568	$	1,596	$	1,602
Concentration Grant (>55% population)		**50.00%**		**50.00%**		**50.00%**		**50.00%**
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$	3,838	$	3,870	$	3,910	$	3,910
Grades 4-6	$	3,528	$	3,558	$	3,595	$	3,595
Grades 7-8	$	3,633	$	3,664	$	3,702	$	3,702
Grades 9-12	$	4,319	$	4,356	$	4,401	$	4,401
Actual - 1.00 ADA, Local UPP >55% as follows:		*0.0000%*		*0.0000%*		*0.0000%*		*0.0000%*
Grades TK-3	$	-	$	-	$	-	$	-
Grades 4-6	$	-	$	-	$	-	$	-
Grades 7-8	$	-	$	-	$	-	$	-
Grades 9-12	$	-	$	-	$	-	$	-

113704	**5 digit District code or 7 digit School code** *(from the CDS code)*
Yes	**Did the CDS code exist in 2012-13?** *(for calculation of EPA only)*
2013-14	**First LCFF certification year** *(clears prior years on the Calculator tab)*

Projection

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1.56%	3.70%	3.26%	3.00%	2.80%	0.00%	0.00%	0.00%
1.56%	*2.71%*	*3.26%*	*3.00%*	*2.80%*			
0.00%	*0.99%*	*0.00%*	*0.00%*	*0.00%*			
42.96644273%	100.00%	100.00%	100.00%	100.00%	100.00%		
---	---	---	---	---	---	---	---
25.89051467%	28.56%	28.56%	28.56%	28.56%	28.56%	28.56%	28.56%
25.89051467%	28.56%	28.56%	28.56%	28.56%	28.56%	28.56%	28.41%
		$ -	$ -	$ -	$ -	$ -	$ -

$ 9,392	$ 9,719	$ 10,031	$ 10,326	$ 10,625	$ 10,625	$ 10,625	$ 10,625
$ 8,527	$ 8,824	$ 9,107	$ 9,375	$ 9,647	$ 9,647	$ 9,647	$ 9,647
$ 8,675	$ 8,976	$ 9,265	$ 9,538	$ 9,814	$ 9,814	$ 9,814	$ 9,814
$ 10,572	$ 10,940	$ 11,292	$ 11,624	$ 11,961	$ 11,961	$ 11,961	$ 11,961

$ 7,193	$ 7,459	$ 7,702	$ 7,933	$ 8,155	$ 8,155	$ 8,155	$ 8,155
$ 7,301	$ 7,571	$ 7,818	$ 8,053	$ 8,278	$ 8,278	$ 8,278	$ 8,278
$ 7,518	$ 7,796	$ 8,050	$ 8,292	$ 8,524	$ 8,524	$ 8,524	$ 8,524
$ 8,712	$ 9,034	$ 9,329	$ 9,609	$ 9,878	$ 9,878	$ 9,878	$ 9,878

$ 748	$ 776	$ 801	$ 825	$ 848	$ 848	$ 848	$ 848
$ 227	$ 235	$ 243	$ 250	$ 257	$ 257	$ 257	$ 257

LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

20.00%	**20.00%**	**20.00%**	**20.00%**	**20.00%**	**20.00%**	**20.00%**	**20.00%**
$ 1,588	$ 1,647	$ 1,701	$ 1,752	$ 1,801	$ 1,801	$ 1,801	$ 1,801
$ 1,460	$ 1,514	$ 1,564	$ 1,611	$ 1,656	$ 1,656	$ 1,656	$ 1,656
$ 1,504	$ 1,559	$ 1,610	$ 1,658	$ 1,705	$ 1,705	$ 1,705	$ 1,705
$ 1,788	$ 1,854	$ 1,914	$ 1,972	$ 2,027	$ 2,027	$ 2,027	$ 2,027
91.36%	*90.12%*	*89.85%*	*89.52%*	*90.10%*	*90.10%*	*90.10%*	*90.10%*
$ 1,451	$ 1,484	$ 1,528	$ 1,568	$ 1,622	$ 1,622	$ 1,622	$ 1,622
$ 1,334	$ 1,365	$ 1,405	$ 1,442	$ 1,492	$ 1,492	$ 1,492	$ 1,492
$ 1,374	$ 1,405	$ 1,447	$ 1,485	$ 1,536	$ 1,536	$ 1,536	$ 1,536
$ 1,633	$ 1,671	$ 1,720	$ 1,765	$ 1,826	$ 1,826	$ 1,826	$ 1,826
50.00%	**50.00%**	**50.00%**	**50.00%**	**50.00%**	**50.00%**	**50.00%**	**50.00%**
$ 3,971	$ 4,118	$ 4,252	$ 4,379	$ 4,502	$ 4,502	$ 4,502	$ 4,502
$ 3,651	$ 3,786	$ 3,909	$ 4,027	$ 4,139	$ 4,139	$ 4,139	$ 4,139
$ 3,759	$ 3,898	$ 4,025	$ 4,146	$ 4,262	$ 4,262	$ 4,262	$ 4,262
$ 4,470	$ 4,635	$ 4,786	$ 4,930	$ 5,068	$ 5,068	$ 5,068	$ 5,068
0.0000%	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%* #
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Created by:	
Email:	
Phone:	

USER NOTES

CDE's Funding Rates and Information:
http://www.cde.ca.gov/fg/aa/pa/lcffgapfunding.asp

Charter School Data Elements required to calculate the LCFF

Rocketship Mateo Sheedy Elementary (113704) - RMS

			2013-14	2014-15	2015-16
	COLA & Augmentation		1.57%	0.85%	1.02%
42238.03(b)(2)	GAP Funding rate		12.00%	30.16%	52.56%
	In-Lieu of Property Tax	F-6 / F-7	3,017,755	3,151,778	3,474,102
	Statewide 90th percentile rate		12,921	---	---

42238.02 **UNDUPLICATED PUPIL PERCENTAGE**

	Charter School:		2013-14	2014-15	2015-16
	Enrollment	A-1, A-2, A-3	617	618	623
	Unduplicated Pupil Count	B-1, B-2, B-3	549	556	574
			1-yr percentage	*2-yr percentage*	*3-yr percentage*
42238.02(b)(5)(A)/(B)/(D)	Single Year Unduplicated Pupil Percentage		88.98%	89.97%	92.13%
42238.02(b)(5)(C)	Unduplicated Pupil Percentage (%)		88.98%	89.97%	90.69%
				Alternate	*Alternate*

Concentration Grant Funding Limitation: District of Physical Location

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

			2013-14	2014-15	2015-16
	Unduplicated Pupil Percentage (%)	D-3 / H-3	49.49%	48.59%	48.38%
	Unduplicated Pupil Percentage: Supplemental Grant		88.98%	89.97%	90.69%
	Unduplicated Pupil Percentage: Concentration Grant		49.49%	48.59%	48.38%

42238.05 **AVERAGE DAILY ATTENDANCE (ADA)**

Enter P2 Data - Note: Charter School ADA is always funded on Current Year

		2013-14	2014-15	2015-16
Grades TK-3	B-1	431.67	417.80	413.38
Grades 4-6	B-2	163.23	174.36	180.31
Grades 7-8	B-3	-	-	-
Grades 9-12	B-4	-	-	-
SUBTOTAL ADA		594.90	592.16	593.69
RATIO: ADA to Enrollment		0.96	0.96	0.95

OTHER LCFF TRANSITION INFORMATION

	Miscellaneous Adjustments	E-1	-	-	-
	Minimum State Aid Adjustments	G-2	-	-	-
42238.03(d)	Funded Based on Target Formula	True/False	FALSE	FALSE	FALSE

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
0.00%	1.56%	3.70%	3.26%	3.00%	2.80%	0.00%	0.00%	0.00%
56.08%	42.97%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	0.00%
3,619,041	3,772,853	3,884,014	3,888,386	4,011,052	4,127,343	4,135,075	4,104,797	4,104,797
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2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
591	569	541	540	540	540	540	540	540
537	518	478	487	487	487	487	487	487
3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
90.86%	91.04%	88.35%	90.10%	90.10%	90.10%	90.10%	90.10%	90.10%
90.99%	91.36%	90.12%	89.85%	89.52%	90.10%	90.10%	90.10%	90.10%

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
47.64%	47.83%	47.48%	47.48%	47.48%	47.48%	47.48%	47.48%	47.48%
90.99%	91.36%	90.12%	89.85%	89.52%	90.10%	90.10%	90.10%	90.10%
47.64%	47.83%	47.48%	47.48%	47.48%	47.48%	47.48%	47.48%	47.48%

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
387.10	370.80	330.67	327.75	327.75	327.75	327.75	327.75	327.75
175.40	173.69	191.41	185.25	185.25	185.25	185.25	185.25	185.25
-	-	-						
-	-	-						
562.50	544.49	522.08	513.00	513.00	513.00	513.00	513.00	513.00
0.95	0.96	0.97	0.95	0.95	0.95	0.95	0.95	0.95

-	-	-						
-	-	-						
FALSE	FALSE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

USER NOTES

from Charter School LCFF Transition Calculation

78.88%

from Charter School Unduplicated Pupil Percentage

90.12%

from Charter School Unduplicated Pupil Percentage

from Charter School LCFF Target Entitlement

from School District LCFF Transition Calculation

Education Code	Rocketship Mateo Sheedy Elementary (113704) - RMS LOCAL CONTROL FUNDING FORMULA					
42238.02(b)	CALCULATE LCFF TARGET					
					COLA & Augmentation	
	Unduplicated as % of Enrollment				88.98%	49.49%
		ADA	Base	Gr Span	Supp	Concen
(d)(1)(A); (d)(3); (e); (f)	Grades TK-3	431.67	6,952	724	1,366	-
(d)(1)(B); (e); (f)	Grades 4-6	163.23	7,056		1,256	-
(d)(1)(C); (e); (f)	Grades 7-8	-	7,266		1,293	-
(d)(1)(D); (d)(4); (e); (f)	Grades 9-12	-	8,419	219	1,537	-
(i)(3(B),42238.05(a)(2)	Subtract NSS	-	-	-		
(i)(3(A)	NSS Allowance		-			
	TOTAL BASE	594.90	4,152,721	312,529	794,636	-
42238.02(g)	Targeted Instructional Improvement Block Grant					
42238.02(h)	Home-to-School Transportation					
42238.02(h)	Small School District Bus Replacement Program					
42238.02(i)	LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET					
42238.03(d)	Funded Based on Target Formula *(based on prior year P-2 certification)*					
42238.025	ECONOMIC RECOVERY TARGET PAYMENT					1/8
	CALCULATE LCFF FLOOR					
42238.03(a)					12-13 Rate	13-14 ADA
(a)(1)(A) & (B)	Current year Funded ADA times Base per ADA				5,129.46	594.90
	Current year Funded ADA times Other RL per ADA				-	594.90
(a)(1)(D)	Necessary Small School Allowance at 12-13 rates					
(a)(2)	2012-13 Categoricals					
	Floor Adjustments					
(a)(3)	2012-13 Categorical Program Entitlement Rate per ADA * cy ADA				908.38	594.90
	Less Fair Share Reduction					
42238.03(f)	Non-CDE certified New Charter: District PY rate * CY ADA					
(a)(4)	Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA					
	LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR					

42238.03	CALCULATE LCFF PHASE-IN ENTITLEMENT			
42238.02(i)	LOCAL CONTROL FUNDING FORMULA TARGET			
42238.03(a)	LOCAL CONTROL FUNDING FORMULA FLOOR			
(b)(1)	LCFF Need *(LCFF Target less LCFF Floor, if positive)*			
(b)(3)	Current Year Gap Funding			12.00%
	ECONOMIC RECOVERY PAYMENT			
	Miscellaneous Adjustments			
	LCFF Entitlement before Minimum State Aid provision			
42238.03(c)	CALCULATE STATE AID			
42238.03(b)(3)	Transition Entitlement			
(c)(1)-(7)	Local Revenue (including RDA)			
	Gross State Aid			
42238.03(e)	CALCULATE MINIMUM STATE AID			
(d)		2012/13	12-13 Rate	13-14 ADA
(e)(1)(A) & (B)(i)	2012-13 RL/Charter Gen BG adjusted for ADA	2,954,466	5,129.46	594.90
(e)(1)(D)	2012-13 NSS Allowance (deficited)	-		
	Minimum State Aid Adjustments	-		
(e)(1)(E)	Less Current Year Property Taxes/In Lieu	(2,796,982)		
	Subtotal State Aid for Historical RL/Charter General BG	157,484		
(e)(2)	Categorical funding from 2012-13	229,282		
(e)(3)	Charter Categorical Block Grant adjusted for ADA	523,209		
	Minimum State Aid Guarantee	909,975		
47635(a)(4)	CHARTER SCHOOL MINIMUM STATE AID OFFSET			
	Local Control Funding Formula Floor plus Funded Gap			
	Minimum State Aid plus Property Taxes including RDA			
	Offset			
	Minimum State Aid Prior to Offset			
	Total Minimim State Aid with Offset			
	TOTAL STATE AID			
	Additional State Aid (Additional SA)			
	LCFF Phase-In Entitlement (before COE transfer, Choice & Charter Supplemental)			
(b)(3)	CHANGE OVER PRIOR YEAR	7.74%	286,904	
	LCFF Entitlement PER ADA		6,436	
(b)(3)	PER ADA CHANGE OVER PRIOR YEAR	4.31%	277	
	BASIC AID STATUS (school districts only)			
	LCFF SOURCES INCLUDING EXCESS TAXES			

	2012-13		Increase
State Aid	909,975	7.27%	66,131
Property Taxes net of in-lieu	-	0.00%	-
Charter in-Lieu Taxes	2,796,982	7.89%	220,773
LCFF pre COE, Choice, Supp	3,706,957	7.74%	286,904

2013-14						2014-15					
1.570%				COLA & Augmentation		0.850%				COLA & Augmentation	
2013-14		2 yr average		89.97%	48.59%	**2014-15**		3 yr average		90.69%	48.38%
TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen
3,903,169	417.80	7,011	729	1,393	-	3,815,657	413.38	7,083	737	1,418	-
1,356,716	174.36	7,116		1,280	-	1,464,006	180.31	7,189		1,304	-
-	-	7,328		1,319	-	-	-	7,403		1,343	-
-	-	8,491	221	1,568	-	-	-	8,578	223	1,596	-
-	-	-	-			-	-	-	-		
-		-				-		-			
5,259,886	592.16	4,169,942	304,576	805,145	-	5,279,663	593.69	4,224,220	304,661	821,449	-
-						-					
-						-					
-						-					
5,259,886						**5,279,663**					
FALSE						**FALSE**					
-					1/4	**-**					3/8
				12-13 Rate	14-15 ADA					12-13 Rate	15-16 ADA
3,051,516				5,129.46	592.16	3,037,461				5,129.46	593.69
-				-	592.16	-				-	593.69
-						-					
229,282						229,282					
-						-					
540,395				908.38	592.16	537,906				908.38	593.69
-						-					
-						-					
-				$ 290.25	592.16	171,874				$ 953.97	593.69
3,821,193						**3,976,523**					

2013/14				2014/15			
5,259,886				5,279,663			
3,821,193				3,976,523			
1,438,693				1,303,140			
172,668			30.16%	393,029			52.56%
-				-			
-				-			
3,993,861				**4,369,552**			
3,993,861				4,369,552			
(3,017,755)				(3,151,778)			
976,106				1,217,774			
N/A		12-13 Rate	14-15 ADA	N/A		12-13 Rate	15-16 ADA
3,051,515		5,129.46	592.16	3,037,461		5,129.46	593.69
-				-			
-				-			
(3,017,755)				(3,151,778)			
33,760				-			
229,282				229,282			
540,395				537,906			
803,437				767,188			
				4,369,552			
				3,918,966			
				-			
				767,188			
				767,188			
976,106				1,217,774			
-				**-**			
3,993,861				4,369,552			
		9.41%	375,691			11.91%	520,548
6,713				7,379			
		9.92%	666			11.63%	858
-				-			

2013-14		Increase		2014-15		Increase	
976,106	24.76%	241,668		1,217,774	16.28%	198,224	
-	0.00%	-		-	0.00%	-	
3,017,755	4.44%	134,023		3,151,778	10.23%	322,324	
3,993,861	9.41%	375,691		4,369,552	11.91%	520,548	

2015-16						*2016-17*					
1.020%				COLA & Augmentation	0.000%					COLA & Augmentation	
2015-16		3 yr average		90.99%	47.64%	**2016-17**		3 yr average		91.36%	47.83%
TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen
3,818,966	387.10	7,083	737	1,423	-	3,577,998	370.80	7,193	748	1,451	-
1,531,362	175.40	7,189		1,308	-	1,490,418	173.69	7,301		1,334	-
-	-	7,403		1,347	-	-	-	7,518		1,374	-
-	-	8,578	223	1,602	-	-	-	8,712	227	1,633	-
-	-	-	-			-	-	-	-		
-		-				-		-			
5,350,330	562.50	4,002,780	285,293	780,344	-	5,068,417	544.49	3,935,275	277,359	769,732	-
-						-					
-						-					
-						-					
5,350,330						**5,068,417**					
FALSE						**FALSE**					
-					1/2	**-**					5/8
				12-13 Rate	16-17 ADA					12-13 Rate	17-18 ADA
3,045,309				5,129.46	562.50	2,885,321				5,129.46	544.49
-				-	562.50	-				-	544.49
-						-					
229,282						229,282					
-						-					
539,296				908.38	562.50	510,964				908.38	544.49
-						-					
-						-					
566,362				$ 1,812.75	562.50	1,019,672				$ 2,234.63	544.49
4,380,249						**4,645,239**					

2015/16				2016-17			
5,350,330				5,068,417			
4,380,249				4,645,239			
970,081				423,178			
509,851			56.08%	237,305			42.97%
-				-			
-				-			
4,890,100				**4,882,544**			
4,890,100				4,882,544			
(3,474,102)				(3,619,041)			
1,415,998				1,263,503			
N/A	12-13 Rate	16-17 ADA		N/A	12-13 Rate	17-18 ADA	
3,045,309	5,129.46	562.50		2,885,321	5,129.46	544.49	
-				-			
-				-			
(3,474,102)				(3,619,041)			
-				-			
229,282				229,282			
539,296				510,964			
768,578				740,246			
4,890,100				4,882,544			
4,242,680				4,359,287			
-				-			
768,578				740,246			
768,578				740,246			
1,415,998				1,263,503			
-				**-**			
4,890,100				4,882,544			
		-0.15%	(7,556)			-0.86%	(42,081)
8,237				8,680			
		5.38%	443			2.42%	210
-				-			

2015-16		Increase	2016-17		Increase
1,415,998	-10.77%	(152,495)	1,263,503	-15.50%	(195,893)
-	0.00%	-	-	0.00%	-
3,474,102	4.17%	144,939	3,619,041	4.25%	153,812
4,890,100	-0.15%	(7,556)	4,882,544	-0.86%	(42,081)

2017-18						*2018-19*
1.560%				COLA & Augmentation		3.700%
2017-18		3 yr average		90.12%	47.48%	**2018-19**
TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET
3,482,546	330.67	7,459	776	1,484	-	3,213,873
1,499,820	191.41	7,571		1,365	-	1,710,363
-	-	7,796		1,405	-	-
-	-	9,034	235	1,671	-	-
-	-	-	-			-
-		-				-
4,982,366	522.08	3,915,633	256,599	752,003	-	4,924,235
-						-
-						-
-						-
4,982,366						**4,924,235**
FALSE						**FALSE**
-					3/4	**-**
				12-13 Rate	18-19 ADA	
2,792,940				5,129.46	522.08	2,677,988
-				-	522.08	-
-						-
229,282						229,282
-						-
494,604				908.38	522.08	474,247
-						-
-						-
1,216,734				$ 2,430.97	522.08	1,269,161
4,733,560						**4,650,678**

2017-18					2018-19
4,982,366					4,924,235
4,733,560					4,650,678
248,806					273,557
106,903				100.00%	273,557
-					-
-					-
4,840,463					**4,924,235**
4,840,463					4,924,235
(3,772,853)					(3,884,014)
1,067,610					1,040,221
N/A		12-13 Rate	18-19 ADA		N/A
2,792,939		5,129.46	522.08		2,677,988
-					-
-					-
(3,772,853)					(3,884,014)
-					-
229,282					229,282
494,604					474,247
723,886					703,529
4,840,463					4,924,235
4,496,739					4,587,543
-					-
723,886					703,529
723,886					703,529
1,067,610					1,040,221
-					**-**
4,840,463					4,924,235
		1.73%	83,772		
8,890					9,432
		6.10%	542		
-					-

2017-18		Increase		2018-19
1,067,610	-2.57%	(27,389)		1,040,221
-	0.00%	-		-
3,772,853	2.95%	111,161		3,884,014
4,840,463	1.73%	83,772		4,924,235

					2019-20						2020-21
			COLA & Augmentation		3.260%				COLA & Augmentation		3.000%
	3 yr average		89.85%	47.48%	**2019-20**		3 yr average		89.52%	47.48%	**2020-21**
ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET
327.75	7,702	801	1,528	-	3,287,657	327.75	7,933	825	1,568	-	3,384,357
185.25	7,818		1,405	-	1,708,541	185.25	8,053		1,442	-	1,758,913
-	8,050		1,447	-	-	-	8,292		1,485	-	-
-	9,329	243	1,720	-	-	-	9,609	250	1,765	-	-
-	-	-			-	-	-	-			-
	-				-		-				-
513.00	3,972,616	262,527	761,055	-	4,996,198	513.00	4,091,859	270,394	781,018	-	5,143,271
					-						-
					-						-
					-						-
					4,996,198						**5,143,271**
					TRUE						**TRUE**
				100%	-					100%	-
			12-13 Rate	19-20 ADA					12-13 Rate	20-21 ADA	
			5,129.46	513.00	2,631,413				5,129.46	513.00	2,631,413
			-	513.00	-				-	513.00	-
					-						-
					229,282						229,282
					-						-
			908.38	513.00	465,999				908.38	513.00	465,999
					-						-
			-	-	-				-	-	-
			$ 2,954.95	513.00	1,515,889				$ 2,954.95	513.00	1,515,889
					4,842,583						**4,842,583**

			2019-20				2020-21
			4,996,198				5,143,271
			4,842,583				4,842,583
			-				-
		100.00%	-			100.00%	-
			-				-
			-				-
			4,996,198				**5,143,271**
			4,996,198				5,143,271
			(3,888,386)				(4,011,052)
			1,107,812				1,132,219
12-13 Rate	19-20 ADA		N/A	12-13 Rate	20-21 ADA		N/A
5,129.46	513.00		2,631,413	5,129.46	513.00		2,631,413
			-				-
			-				-
			(3,888,386)				(4,011,052)
			-				-
			229,282				229,282
			465,999				465,999
			695,281				695,281
			4,842,583				4,842,583
			4,583,667				4,706,333
			-				-
			695,281				695,281
			695,281				695,281
			1,107,812				1,132,219
			-				-
			4,996,198				5,143,271
1.46%	71,963			2.94%	147,073		
			9,739				10,026
3.25%	307			2.95%	287		
			-				-

		Increase	2019-20		Increase	2020-21
	6.50%	67,591	1,107,812	2.20%	24,407	1,132,219
	0.00%	-	-	0.00%	-	-
	0.11%	4,372	3,888,386	3.15%	122,666	4,011,052
	1.46%	71,963	4,996,198	2.94%	147,073	5,143,271

					2021-22						2022-23
			COLA & Augmentation		2.800%				COLA & Augmentation		0.000%
	3 yr average		90.10%	47.48%	**2021-22**		3 yr average		90.10%	47.48%	**2022-23**
ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET
327.75	8,155	848	1,622	-	3,482,455	327.75	8,155	848	1,622	-	3,482,455
185.25	8,278		1,492	-	1,809,836	185.25	8,278		1,492	-	1,809,836
-	8,524		1,536	-	-	-	8,524		1,536	-	-
-	9,878	257	1,826	-	-	-	9,878	257	1,826	-	-
-	-	-			-	-	-	-			-
	-				-		-				-
513.00	4,206,301	277,932	808,059	-	5,292,292	513.00	4,206,301	277,932	808,059	-	5,292,292
					-						-
					-						-
					-						-
					5,292,292						**5,292,292**
					TRUE						**TRUE**
				100%	**-**					100%	**-**
			12-13 Rate	21-22 ADA					12-13 Rate	22-23 ADA	
			5,129.46	513.00	2,631,413				5,129.46	513.00	2,631,413
			-	513.00	-				-	513.00	-
					-						-
					229,282						229,282
					-						-
			908.38	513.00	465,999				908.38	513.00	465,999
					-						-
			-	-	-				-	-	-
			$ 2,954.95	513.00	1,515,889				$ 2,954.95	513.00	1,515,889
					4,842,583						**4,842,583**

			2021-22				2022-23
			5,292,292				5,292,292
			4,842,583				4,842,583
			-				-
		100.00%	-			100.00%	-
			-				-
			-				-
			5,292,292				**5,292,292**
			5,292,292				5,292,292
			(4,127,343)				(4,135,075)
			1,164,949				1,157,217
12-13 Rate	21-22 ADA		N/A	12-13 Rate	22-23 ADA		N/A
5,129.46	513.00		2,631,413	5,129.46	513.00		2,631,413
			-				-
			-				-
			(4,127,343)				(4,135,075)
			-				-
			229,282				229,282
			465,999				465,999
			695,281				695,281
			4,842,583				4,842,583
			4,822,624				4,830,356
			-				-
			695,281				695,281
			695,281				695,281
			1,164,949				1,157,217
			-				-
			5,292,292				5,292,292
	2.90%	149,021			0.00%	-	
			10,316				10,316
	2.89%	290			0.00%	-	
			-				-

		Increase	2021-22		Increase	2022-23
	2.89%	32,730	1,164,949	-0.66%	(7,732)	1,157,217
	0.00%	-	-	0.00%	-	-
	2.90%	116,291	4,127,343	0.19%	7,732	4,135,075
	2.90%	149,021	5,292,292	0.00%	0	5,292,292

v20.1a						v20.1a					
2023-24						***2024-25***					
			COLA & Augmentation		0.000%				COLA & Augmentation		0.000%
	3 yr average		90.10%	47.48%	**2023-24**		3 yr average		90.10%	47.48%	**2024-25**
ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET
327.75	8,155	848	1,622	-	3,482,455	327.75	8,155	848	1,622	-	3,482,455
185.25	8,278		1,492	-	1,809,836	185.25	8,278		1,492	-	1,809,836
-	8,524		1,536	-	-	-	8,524		1,536	-	-
-	9,878	257	1,826	-	-	-	9,878	257	1,826	-	-
-	-	-			-	-	-	-			-
	-				-		-				-
513.00	4,206,301	277,932	808,059	-	5,292,292	513.00	4,206,301	277,932	808,059	-	5,292,292
					-						-
					-						-
					-						-
					5,292,292						**5,292,292**
					TRUE						**TRUE**
				100%	**-**					100%	**-**
			12-13 Rate	23-24 ADA					12-13 Rate	24-25 ADA	
			5,129.46	513.00	2,631,413				5,129.46	513.00	2,631,413
			-	513.00	-				-	513.00	-
					-						-
					229,282						229,282
					-						-
			908.38	513.00	465,999				908.38	513.00	465,999
					-						-
			-	-	-				-	-	-
			$ 2,954.95	513.00	1,515,889				$ 2,954.95	513.00	1,515,889
					4,842,583						**4,842,583**

	2023-24		2024-25
	5,292,292		5,292,292
	4,842,583		4,842,583
	-		-
0.00%	-	0.00%	-
	-		-
	-		-
	5,292,292		**5,292,292**
	5,292,292		5,292,292
	(4,104,797)		(4,104,797)
	1,187,495		1,187,495
12-13 Rate 23-24 ADA	N/A	12-13 Rate 24-25 ADA	N/A
5,129.46 513.00	2,631,413	5,129.46 513.00	2,631,413
	-		-
	-		-
	(4,104,797)		(4,104,797)
	-		-
	229,282		229,282
	465,999		465,999
	695,281		695,281
	4,842,583		4,842,583
	4,800,078		4,800,078
	-		-
	695,281		695,281
	695,281		695,281
	1,187,495		1,187,495
	-		-
	5,292,292		5,292,292
0.00% -		0.00% -	
	10,316		10,316
0.00% -		0.00% -	
	-		-

	Increase	2023-24		Increase	2024-25
2.62%	30,278	1,187,495	0.00%	-	1,187,495
0.00%	-	-	0.00%	-	-
-0.73%	(30,279)	4,104,797	0.00%	-	4,104,797
0.00%	(1)	5,292,292	0.00%	-	5,292,292

Rocketship Mateo Sheedy Elementary (113704) - RMS

42238.03(c)(8) **EDUCATION PROTECTION ACCOUNT**

42238.03(c)(8)

			Certification:	P-2 2012-13	P-2 2013-14	P-2 2014-15
(c)(8)(A)						
Prior to 16-17		**EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT**				
(C)	A-1	Total ADA for EPA Minimum			594.90	592.16
--	A-2	Minimum Funding per ADA			200	200
(F)	A-3	EPA Minimum Funding (A-1 * A-2)			118,980	118,432
		EPA PROPORTIONATE SHARE CAP				
		Adjusted Total Revenue Limit				
		Current Year Adjusted NSS Allowance				
(A)	B-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA			3,051,516	3,037,461
(B)	B-2	Local Revenue/In-lieu of Property Taxes			3,000,265	3,116,212
(D)	B-3	EPA Proportionate Share Cap (B-1 - B-2; If less than 0, B-3 = 0)			51,251	-
		EPA PROPORTIONATE SHARE				
(A)	C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA			3,051,516	3,037,461
--	C-2	Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***			21.03170000%	26.66368816%
(E)	C-3	EPA Proportionate Share (C-1 * C-2)			641,785	809,899
		EPA ENTITLEMENT				
(G), (H)	D-1	EPA Entitlement (if C-3 < B-3, then C-3, else greater of A-3 or B-3)			118,980	118,432
--	D-2	Miscellaneous Adjustments**			-	-
Adj. (H)	D-3	Adjusted EPA Entitlement (D-1 + D-2)		171,795	118,980	118,432
(I)	D-4	Prior Year Annual Adjustment		-	(14,311)	-
(J)	D-5	P2 Entitlement Net of PY Adjustment		171,795	104,669	118,432
	C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**		21.51650000%	21.12293943%	26.76692016%
		Adjusted EPA Allocation (used to calculate LCFF Revenue)		*157,484*	*118,980*	*118,432*

Calculation of Net State Aid before Minimum State Aid			
Phase-In Entitlement	2,954,466	3,993,861	4,369,552
Less Property Taxes/In-Lieu	2,796,982	3,017,755	3,151,778
Gross State Aid	157,484	976,106	1,217,774
Less EPA Allocation	157,484	118,980	118,432
Net State Aid	-	857,126	1,099,342
Minimum State Aid			
Adjusted Total Revenue Limit	2,954,466	3,051,515	3,037,461
2012-13 Deficited NSS Allowance	-	-	-
Less Property Taxes/In-Lieu	2,796,982	3,017,755	3,151,778
Less EPA Allocation	157,484	118,980	118,432
Revenue Limit Minimum State Aid	-	-	-
Categorical Minimum State Aid	752,491	769,677	767,188
Minimum State Aid Guarantee	752,491	769,677	767,188
Charter School Minimum State Aid Offset *(effective 2014-15)*	-	-	-
LCFF State Aid	752,491	857,126	1,099,342
EPA in Excess to LCFF Funding	-	-	-

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is*

P-2 2015-16	P-2 2016-17	P-2 2017-18	*Est. Annual* *2017-18*	2018-19	*Est. Annual* 2018-19	2019-20	2020-21	2021-22
593.69	562.50	544.49	*544.49*	522.08	522.08	513.00	513.00	513.00
200	200	200	*200*	200	200	200	200	200
118,738	112,500	108,898	*108,898*	104,416	*104,416*	102,600	102,600	102,600
			2,792,940	*2,677,988*	*2,677,988*	*2,631,413*	*2,631,413*	*2,631,413*
			-	-	-	-	-	-
3,045,309	2,885,321	2,792,940	*2,792,940*	2,677,988	*2,677,988*	2,631,413	2,631,413	2,631,413
3,430,465	3,608,972	3,767,827	*3,772,853*	3,884,014	3,884,014	3,888,386	4,011,052	4,127,343
-	-	-	-	-	-	-	-	-
3,045,309	2,885,321	2,792,940	*2,792,940*	2,677,988	2,677,988	2,631,413	2,631,413	2,631,413
25.71753613%	24.75704809%	25.89051467%	*N/A*	28.56249995%	*N/A*	28.56249995%	28.56249995%	28.56249995%
783,178	714,320	723,107	*723,107*	764,900	*764,900*	751,597	751,597	751,597
118,738	112,500	108,898	*108,898*	104,416	*104,416*	102,600	102,600	102,600
-	-	-	-	-	-	-	-	-
118,738	112,500	108,898	*108,898*	104,416	*104,416*	102,600	102,600	102,600
-	-	-	*N/A*	-	*N/A*	-	-	-
118,738	112,500	108,898	*N/A*	104,416	*N/A*	102,600	102,600	102,600
25.92116080%	24.89424756%	25.89051467%	*25.89051467%*	28.56249995%	28.56249995%	28.56249995%	28.56249995%	28.56249995%
118,738	*112,500*	*108,898*	*N/A*	*104,416*	*N/A*	*102,600*	*102,600*	*102,600*

4,890,100	4,882,544	4,840,463	*N/A*	4,924,235	*N/A*	4,996,198	5,143,271	5,292,292
3,474,102	3,619,041	3,772,853	*N/A*	3,884,014	*N/A*	3,888,386	4,011,052	4,127,343
1,415,998	1,263,503	1,067,610	*N/A*	1,040,221	*N/A*	1,107,812	1,132,219	1,164,949
118,738	112,500	108,898	*N/A*	104,416	*N/A*	102,600	102,600	102,600
1,297,260	1,151,003	958,712	*N/A*	935,805	*N/A*	1,005,212	1,029,619	1,062,349
3,045,309	2,885,321	2,792,939	*N/A*	2,677,988	*N/A*	2,631,413	2,631,413	2,631,413
-	-	-	*N/A*	-	*N/A*	-	-	-
3,474,102	3,619,041	3,772,853	*N/A*	3,884,014	*N/A*	3,888,386	4,011,052	4,127,343
118,738	112,500	108,898	*N/A*	104,416	*N/A*	102,600	102,600	102,600
-	-	-	*N/A*	-	*N/A*	-	-	-
768,578	740,246	723,886	*N/A*	703,529	*N/A*	695,281	695,281	695,281
768,578	740,246	723,886	*N/A*	703,529	*N/A*	695,281	695,281	695,281
-	-	-	*N/A*	-	*N/A*	-	-	-
1,297,260	1,151,003	958,712	*N/A*	935,805	*N/A*	1,005,212	1,029,619	1,062,349
-	-	-	*N/A*	-	*N/A*	-	-	-

overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

	2022-23	2023-24	2024-25
	513.00	513.00	513.00
	200	200	200
	102,600	102,600	102,600
	2,631,413	*2,631,413*	*2,631,413*
	-	-	-
	2,631,413	2,631,413	2,631,413
	4,135,075	4,104,797	4,104,797
	-	-	-
	2,631,413	2,631,413	2,631,413
	28.56249995%	28.56249995%	28.40866962%
	751,597	751,597	747,549
	102,600	102,600	102,600
	-	-	-
	102,600	102,600	102,600
	-	-	-
	102,600	102,600	102,600
	28.56249995%	28.56249995%	28.56249995%
	102,600	*102,600*	*102,600*

USER NOTES

5,292,292	5,292,292	5,292,292
4,135,075	4,104,797	4,104,797
1,157,217	1,187,495	1,187,495
102,600	102,600	102,600
1,054,617	1,084,895	1,084,895
2,631,413	2,631,413	2,631,413
-	-	-
4,135,075	4,104,797	4,104,797
102,600	102,600	102,600
-	-	-
695,281	695,281	695,281
695,281	695,281	695,281
-	-	-
1,054,617	1,084,895	1,084,895
-	-	-

Rocketship Mateo Sheedy Elementary (113704) - RMS

LCAP Percentage to Increase or Improve Services:
Summary Supplemental & Concentration Grant

Title 5 CCR § 15496

			2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
15496(a)(1)	1.	LCFF Target Supplemental & Concentration Grant Funding		805,145	821,449	780,344	769,732	752,003
15496(a)(2)	2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above						
15496(a)(3)	3.	Difference *[1] less [2]*		805,145	821,449	780,344	769,732	752,003
15496(a)(4)	4.	Estimated Additional Supplemental & Concentration Grant Funding *[3] * GAP funding rate*		242,833	431,734	437,592	330,726	752,003
		GAP funding rate		*30.16%*	*52.56%*	*56.08%*	*42.97%*	*100.00%*
15496(a)(5) 15496(a)(8)	5.	Estimated Supplemental and Concentration Grant Funds *[2] plus [4]* *(unless [3]<0 then [1])* ***(for LCAP entry)***		805,145	821,449	780,344	769,732	752,003
15496(a)(6)	6.	Base Funding		3,564,407	4,068,651	4,102,200	4,070,731	4,172,232
		LCFF Phase-In Entitlement		*4,369,552*	*4,890,100*	*4,882,544*	*4,840,463*	*4,924,235*
15496(a)(7) 15496(a)(8)	7/8.	Percentage to Increase or Improve Services* *[5] / [6]* ***(for LCAP entry)***		22.59%	20.19%	19.02%	18.91%	18.02%

**percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.*
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & PERCENTAGE TO INCREASE OR IMPROVE

	2014-15	2015-16	2016-17	2017-18	2018-19
Current year estimated supplemental and concentration grant funding in the LCAP year	$ 805,145	$ 821,449	$ 780,344	$ 769,732	$ 752,003
Current year Percentage to Increase or Improve Services	22.59%	20.19%	19.02%	18.91%	18.02%

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
761,055	781,018	808,059	808,059	808,059	808,059
761,055	781,018	808,059	808,059	808,059	808,059
4,235,143	4,362,253	4,484,233	4,484,233	4,484,233	4,484,233
4,996,198	*5,143,271*	*5,292,292*	*5,292,292*	*5,292,292*	*5,292,292*
17.97%	17.90%	18.02%	18.02%	18.02%	18.02%

SERVICES

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
$ 761,055	$ 781,018	$ 808,059	$ 808,059	$ 808,059	$ 808,059
17.97%	17.90%	18.02%	18.02%	18.02%	18.02%

USER NOTES

LCFF Calculator Universal Assumptions						
Rocketship Mateo Sheedy Elementary (113704) - RMS						
Summary of Funding						
	2013-14	2014-15	2015-16	2016-17	2017-18	
Target Components:						
COLA & Augmentation	*1.57%*	*0.85%*	*1.02%*	*0.00%*	*1.56%*	
Base Grant	4,152,721	4,169,942	4,224,220	4,002,780	3,935,275	
Grade Span Adjustment	312,529	304,576	304,661	285,293	277,359	
Supplemental Grant	794,636	805,145	821,449	780,344	769,732	
Concentration Grant	-	-	-	-	-	
Add-ons	-	-	-	-	-	
Total Target	5,259,886	5,279,663	5,350,330	5,068,417	4,982,366	
Transition Components:						
Target	$ 5,259,886	$ 5,279,663	$ 5,350,330	$ 5,068,417	$ 4,982,366	
Funded Based on Target Formula *(PY P-2)*	FALSE	FALSE	FALSE	FALSE	FALSE	
Floor	3,821,193	3,976,523	4,380,249	4,645,239	4,733,560	
Remaining Need after Gap (informational only)	*1,266,025*	*910,111*	*460,230*	*185,873*	*141,903*	
Gap %	*12.00169574%*	*30.16016166%*	*52.55761597%*	*56.07679980%*	*42.96644273%*	
Current Year Gap Funding	172,668	393,029	509,851	237,305	106,903	
Miscellaneous Adjustments	-	-	-	-	-	
Economic Recovery Target	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	
Total LCFF Entitlement	**$ 3,993,861**	**$ 4,369,552**	**$ 4,890,100**	**$ 4,882,544**	**$ 4,840,463**	
Components of LCFF By Object Code						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
8011 - State Aid	$ -	$ 857,126	$ 1,099,342	$ 1,297,260	$ 1,151,003	$ 958,712
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	752,491	-	-	-	-	-
EPA (for LCFF Calculation purposes)	157,484	118,980	118,432	118,738	112,500	108,898
Local Revenue Sources:						
8021 to 8089 - Property Taxes		-	-	-	-	-
8096 - In-Lieu of Property Taxes	2,796,982	3,017,755	3,151,778	3,474,102	3,619,041	3,772,853
Property Taxes net of in-lieu	-	-	-	-	-	-
TOTAL FUNDING	$ 3,706,957	$ 3,993,861	$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463
Basic Aid Status		-	-	-	-	-
Less: Excess Taxes	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Less: EPA in Excess to LCFF Funding	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Total Phase-In Entitlement		***$ 3,993,861***	***$ 4,369,552***	***$ 4,890,100***	***$ 4,882,544***	***$ 4,840,463***
EPA Details						

% of Adjusted Revenue Limit - Annual		*21.12293943%*	*26.76692016%*	*25.92116080%*	*24.89424756%*	*25.89051467%*
% of Adjusted Revenue Limit - P-2		*21.03170000%*	*26.66368816%*	*25.71753613%*	*24.75704809%*	*25.89051467%*
EPA (for LCFF Calculation purposes)	*$ 157,484*	*$ 118,980*	*$ 118,432*	*$ 118,738*	*$ 112,500*	*$ 108,898*
8012 - EPA, Current Year Receipt	*171,795*	*118,980*	*118,432*	*118,738*	*112,500*	*108,898*
8019 - EPA, Prior Year Adjustment	*-*	*(14,311)*	*-*	*-*	*-*	*-*
Accrual (from Assumptions)	*-*	*-*	*-*	*-*	*-*	*-*

Summary of Student Population					
	2013-14	2014-15	2015-16	2016-17	2017-18
Unduplicated Pupil Population					
Enrollment	617	618	623	591	569
COE Enrollment	-	-	-	-	-
Total Enrollment	*617*	*618*	*623*	*591*	*569*
Unduplicated Pupil Count	549	556	574	537	518
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated Pupil Count	*549*	*556*	*574*	*537*	*518*
Rolling %, Supplemental Grant	88.9800%	89.9700%	90.6900%	90.9900%	91.3600%
Rolling %, Concentration Grant	49.4900%	48.5900%	48.3800%	47.6400%	47.8300%
FUNDED ADA					
Adjusted Base Grant ADA	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Grades TK-3	431.67	417.80	413.38	387.10	370.80
Grades 4-6	163.23	174.36	180.31	175.40	173.69
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Adjusted Base Grant ADA	***594.90***	***592.16***	***593.69***	***562.50***	***544.49***
Necessary Small School ADA	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	**-**	**-**	**-**	**-**	**-**
Total Funded ADA	**594.90**	**592.16**	**593.69**	**562.50**	**544.49**
ACTUAL ADA ***(Current Year Only)***					
Grades TK-3	431.67	417.80	413.38	387.10	370.80
Grades 4-6	163.23	174.36	180.31	175.40	173.69
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Actual ADA	**594.90**	**592.16**	**593.69**	**562.50**	**544.49**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-

LCAP Percentage to Increase or Improve					
	2013-14	2014-15	2015-16	2016-17	2017-18

Current year estimated supplemental and concentration grant funding in the LCAP year	$ 805,145	$ 821,449	$ 780,344	$ 769,732
Current year Percentage to Increase or Improve Services	22.59%	20.19%	19.02%	18.91%

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	3.70%	*3.26%*	*3.00%*	*2.80%*	*0.00%*	*0.00%*	*0.00%*
	3,915,633	3,972,616	4,091,859	4,206,301	4,206,301	4,206,301	4,206,301
	256,599	262,527	270,394	277,932	277,932	277,932	277,932
	752,003	761,055	781,018	808,059	808,059	808,059	808,059
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	4,924,235	4,996,198	5,143,271	5,292,292	5,292,292	5,292,292	5,292,292
	$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE
	4,650,678	4,842,583	4,842,583	4,842,583	4,842,583	4,842,583	4,842,583
	-	-	-	-	-	-	-
	100%	*100%*	*100%*	*100%*	*100%*	*0%*	*0%*
	273,557	-	-	-	-	-	-
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	$ 4,924,235	**$ 4,996,198**	**$ 5,143,271**	**$ 5,292,292**	**$ 5,292,292**	**$ 5,292,292**	**$ 5,292,292**

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	$ 935,805	$ 1,005,212	$ 1,029,619	$ 1,062,349	$ 1,054,617	$ 1,084,895	$ 1,084,895
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	104,416	102,600	102,600	102,600	102,600	102,600	102,600
	-	-	-	-	-	-	-
	3,884,014	3,888,386	4,011,052	4,127,343	4,135,075	4,104,797	4,104,797
	-	-	-	-	-	-	-
	$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
	-	-	-	-	-	*$ -*	*$ -*
	$ -	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
	$ -	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
	$ 4,924,235	***$ 4,996,198***	***$ 5,143,271***	***$ 5,292,292***	***$ 5,292,292***	***$ 5,292,292***	***$ 5,292,292***

28.56249995%	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*
28.56249995%	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.40866962%*
$ 104,416	*$ 102,600*	*$ 102,600*	*$ 102,600*	*$ 102,600*	*$ 102,600*	*$ 102,600*
104,416	*102,600*	*102,600*	*102,600*	*102,600*	*102,600*	*102,600*
-	-	-	-	-	-	-
-	-	-	-	-	-	-

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
541	540	540	540	540	540	540
-	-	-	-	-	-	-
541	*540*	*540*	*540*	*540*	*540*	*540*
478	487	487	487	487	487	487
-	-	-	-	-	-	-
478	*487*	*487*	*487*	*487*	*487*	*487*
90.1200%	89.8500%	89.5200%	90.1000%	90.1000%	90.1000%	90.1000%
47.4800%	47.4800%	47.4800%	47.4800%	47.4800%	47.4800%	47.4800%
Current Year	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
330.67	327.75	327.75	327.75	327.75	327.75	327.75
191.41	185.25	185.25	185.25	185.25	185.25	185.25
-	-	-	-	-	-	-
-	-	-	-	-	-	-
522.08	***513.00***	***513.00***	***513.00***	***513.00***	***513.00***	***513.00***
Current year	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**
522.08	**513.00**	**513.00**	**513.00**	**513.00**	**513.00**	**513.00**
330.67	327.75	327.75	327.75	327.75	327.75	327.75
191.41	185.25	185.25	185.25	185.25	185.25	185.25
-	-	-	-	-	-	-
-	-	-	-	-	-	-
522.08	**513.00**	**513.00**	**513.00**	**513.00**	**513.00**	**513.00**
-	-	-	-	-	-	-

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25

$ 752,003 18.02%	$ 761,055 17.97%	$ 781,018 17.90%	$ 808,059 18.02%	$ 808,059 18.02%	$ 808,059 18.02%	$ 808,059 18.02%

Rocketship Mateo Sheedy Elementary (113704) - RMS

LOCAL CONTROL FUNDING FORMULA

NOTE: Charts provided on the Graphs tab represent one computational methodology and are not intended to set or communicate any standards of the California Departm
the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards. 2019-20

Components of LCFF Target Entitlement

		2019-20		
Base Grant / Necessary Small School	$	3,972,616		513.00 ADA
Grade Span Adjustment	$	262,527		
Supplemental Grant	$	761,055	90%	
Concentration Grant	$	-	47%	
Add-ons (TIIBG & Transportation)	$	-		
Total	$	4,996,198		

2019-20 Funding Components

Component	Target	Floor	Funded
Base + Grade Span Adj.	$ 4,235,143		
Supplemental & Concentration	$ 761,055		
Revenue Limit / Necessary Small School		$ 2,631,413	
Categoricals		$ 695,281	
TIIG + Transp.	$ -	$ -	
PY Gap		$ 1,515,889	
Target			$ 4,996,198
			$ -

Summary of Funding

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
Target	$ 5,259,886	$ 5,279,663	$ 5,350,330	$ 5,068,417	$ 4,982,366
Floor	3,821,193	3,976,523	4,380,249	4,645,239	4,733,560
Remaining Need (before Gap)	1,438,693	1,303,140	970,081	423,178	248,806
Current Year Gap Funding	172,668	393,029	509,851	237,305	106,903
Remaining Need after Gap (informational only)	*1,266,025*	*910,111*	*460,230*	*185,873*	*141,903*

						Ratio Allocation of Phase-in F
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	
Target	$ 5,259,886	$ 5,279,663	$ 5,350,330	$ 5,068,417	$ 4,982,366	
Less: add-ons (TIIG, Transp.)	-	-	-	-	-	
Target less add-ons	$ 5,259,886	$ 5,279,663	$ 5,350,330	$ 5,068,417	$ 4,982,366	
Floor & Gap	$ 3,993,861	$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463	
Less: add-ons (TIIG, Transp.)	-	-	-	-	-	
Floor & Gap less add-ons	$ 3,993,861	$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463	
Funding Ratio	**75.93%**	**82.76%**	**91.40%**	**96.33%**	**97.15%**	
Target Funding	$ 5,259,886	$ 5,279,663	$ 5,350,330	$ 5,068,417	$ 4,982,366	
Adjusted Base Grant	4,465,250	4,474,518	4,528,881	4,288,073	4,212,634	
Supplemental Funding	794,636	805,145	821,449	780,344	769,732	
Concentration Funding	-	-	-	-	-	
Add-ons (TIIG, Transp.)	-	-	-	-	-	

						Component Allocation During
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	
Phase-in Funding	$ 3,993,861	$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463	
Ratio* Allocated Components:	75.93%	82.76%	91.40%	96.33%	97.15%	
Adjusted Base Grant	$ 3,390,489	$ 3,703,198	$ 4,139,311	$ 4,130,817	$ 4,092,654	
Supplemental Funding	603,372	666,354	750,789	751,727	747,809	
Concentration Funding	-	-	-	-	-	
Add-ons (TIIG, Transp.)	-	-	-	-	-	
Ratio Allocated Supplemental & Concentration Funding	*603,372*	*666,354*	*750,789*	*751,727*	*747,809*	
Ratio Allocated Supplemental & Concentration Funding Change		*62,982*	*84,435*	*938*	*(3,917)*	
LCAP Percentage to Increase or Improve Services Allocated Components:						
Adjusted Base Grant		$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463	
LCAP Supplemental & Concentration Funding	*Per approved LCAP*					
Add-ons (TIIG, Transp.)		-	-	-	-	
LCAP Supplemental & Concentration Funding Change		-	-	-	-	

**Ratio allocation represents one computational methodology to disaggregate phase-in funding into comparable target funding categories. The state has not adopted a standard methodology, an to be used as an official basis.*

If LCAP Supplemental & Concentration funding appears low when compared to Ratio Allocated Supplemental & Concentration funding, verify that all appropriate services p
Count students above general services is included on Step 2 of the LCAP calculation. **Tip: Give the district credit for existing services it continues to provide in the LCAP calc**

						Minimum Proportionality Ar
		2014-15	**2015-16**	**2016-17**	**2017-18**
Base		$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463
S&C	*Per Approved LCAP*	$ -	$ -	$ -	$ -
Total		$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -
Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Target grant	$ -	$ -	$ -	$ -	$ -	$ -
GAP funding - current year	$ -	$ 172,668	$ 393,029	$ 509,851	$ 237,305	$ 106,903
py LCFF gap funding * cy ADA	$ -	$ -	$ 171,874	$ 566,362	$ 1,019,672	$ 1,216,734
2012-13 Categoricals as adjusted	$ 752,491	$ 769,677	$ 767,188	$ 768,578	$ 740,246	$ 723,886
2012-13 Base entitlement	$ 2,954,466	$ 3,051,516	$ 3,037,461	$ 3,045,309	$ 2,885,321	$ 2,792,940
Total General Purpose Funding	$ 3,706,957	$ 3,993,861	$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463
Calculator tab: Recap total LCFF	$ 3,706,957	$ 3,993,861	$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463
Proof	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

LCFF Entitlement per ADA

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Funded ADA	575.98	594.90	592.16	593.69	562.50	544.49
Estimated LCFF Sources per ADA	$ 6,435.91	$ 6,713.50	$ 7,379.01	$ 8,236.79	$ 8,680.08	$ 8,889.90
Net Change per ADA		$ 277.59	$ 665.51	$ 857.78	$ 443.29	$ 209.82
Net Percent Change		4.31%	9.91%	11.62%	5.38%	2.42%
Estimated LCFF Entitlement per ADA	$ 6,435.91	$ 6,713.50	$ 7,379.01	$ 8,236.79	$ 8,680.08	$ 8,889.90
Net Change per ADA		$ 277.59	$ 665.51	$ 857.78	$ 443.29	$ 209.82
Net Percent Change		4.31%	9.91%	11.62%	5.38%	2.42%

						Components of LCFF By Objec
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
8011 - State Aid	$ -	$ 857,126	$ 1,099,342	$ 1,297,260	$ 1,151,003	$ 958,712
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	752,491	-	-	-	-	-
EPA (for LCFF Calculation purposes)	157,484	118,980	118,432	118,738	112,500	108,898
Local Revenue Sources:						
8021 to 8089 - Property Taxes net of in-lieu	-	-	-	-	-	-
8096 - Charter's In-Lieu Taxes	2,796,982	3,017,755	3,151,778	3,474,102	3,619,041	3,772,853
TOTAL FUNDING	**$ 3,706,957**	**$ 3,993,861**	**$ 4,369,552**	**$ 4,890,100**	**$ 4,882,544**	**$ 4,840,463**
8012 - EPA Receipts	*$ 171,795*	*$ 104,669*	*$ 118,432*	*$ 118,738*	*$ 112,500*	*$ 108,898*
Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -

EPA in excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
LCFF Entitlement	$ 3,706,957	$ 3,993,861	$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463
Excess Taxes	-	-	-	-	-	-
Minimum EPA	-	-	-	-	-	-
Proof Total all Sources	$ 3,706,957	$ 3,993,861	$ 4,369,552	$ 4,890,100	$ 4,882,544	$ 4,840,463
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Student Summary

	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment	617	618	623	591	569
ADA	-	-	-	-	-
UPC	549	556	574	537	518
Single Year Calculated UPP (informational only)	88.98%	89.97%	92.13%	90.86%	91.04%

ent of Education (CDE) or

Year 6 2018-19	Year 7 2019-20	Year 8 2020-21	Year 9 2021-22	Year 10 2022-23	Year 11 2023-24	Year 12 2024-25
$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
4,650,678	4,842,583	4,842,583	4,842,583	4,842,583	4,842,583	4,842,583
273,557	153,615	300,688	449,709	449,709	449,709	449,709
273,557	-	-	-	-	-	-
-	-	-	-	-	-	-

Funding							
2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
-	-	-	-	-	-	-
$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
$ 4,924,235	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583
-	-	-	-	-	-	-
$ 4,924,235	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583
100.00%	**96.93%**	**94.15%**	**91.50%**	**91.50%**	**91.50%**	**91.50%**
$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
4,172,232	4,235,143	4,362,253	4,484,233	4,484,233	4,484,233	4,484,233
752,003	761,055	781,018	808,059	808,059	808,059	808,059
-	-	-	-	-	-	-
-	-	-	-	-	-	-

Phase-In						
2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
$ 4,924,235	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583	$ 4,842,583
100.00%	96.93%	94.15%	91.50%	91.50%	91.50%	91.50%
$ 4,172,232	$ 4,104,928	$ 4,107,225	$ 4,103,188	$ 4,103,188	$ 4,103,188	$ 4,103,188
752,003	737,655	735,358	739,395	739,395	739,395	739,395
-	-	-	-	-	-	-
-	-	-	-	-	-	-
752,003	*737,655*	*735,358*	*739,395*	*739,395*	*739,395*	*739,395*
4,194	*(14,348)*	*(2,298)*	*4,037*	-	-	-
$ 4,172,232	$ 4,081,528	$ 4,061,565	$ 4,034,524	$ 4,034,524	$ 4,034,524	$ 4,034,524
752,003	761,055	781,018	808,059	808,059	808,059	808,059
-	-	-	-	-	-	-
752,003	9,052	19,963	27,041	-	-	-

d demonstrated methodology is not intended

provided to benefit Unduplicated Pupils

ulation.

nalysis							
2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
$ 4,172,232	$ 4,235,143	$ 4,362,253	$ 4,484,233	$ 4,484,233	$ 4,484,233	$ 4,484,233
752,003	761,055	781,018	808,059	808,059	808,059	808,059
$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
$ -	$ 0	$ 0	$ 0	$ 0	$ (0)	$ (0)
$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
$ 273,557	$ -	$ -	$ -	$ -	$ -	$ -
$ 1,269,161	$ -	$ -	$ -	$ -	$ -	$ -
$ 703,529	$ -	$ -	$ -	$ -	$ -	$ -
$ 2,677,988	$ -	$ -	$ -	$ -	$ -	$ -
$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
$ 4,924,235	$ 4,996,198	$ 5,143,271	$ 5,292,292	$ 5,292,292	$ 5,292,292	$ 5,292,292
TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
522.08	513.00	513.00	513.00	513.00	513.00	513.00
$ 9,431.95	$ 9,739.18	$ 10,025.87	$ 10,316.36	$ 10,316.36	$ 10,316.36	$ 10,316.36
$ 542.05	$ 307.22	$ 286.69	$ 290.49	$ 0.00	$ (0.00)	$ -
6.10%	3.26%	2.94%	2.90%	0.00%	0.00%	0.00%
$ 9,431.95	$ 9,739.18	$ 10,025.87	$ 10,316.36	$ 10,316.36	$ 10,316.36	$ 10,316.36
$ 542.05	$ 307.22	$ 286.69	$ 290.49	$ -	$ -	$ -
6.10%	3.26%	2.94%	2.90%	0.00%	0.00%	0.00%

	TK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1	**CCSS.ELA-LITERACY.RL.K.2** With prompting and support, retell familiar stories, including key details. **CCSS.ELA-LITERACY.RL.K.3** With prompting and support, identify characters, settings, and major events in a story. **CCSS.ELA-LITERACY.RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCSS.ELA-LITERACY.RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). California Preschool Standards 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. Reading 1.0 Concepts About Print Children recognize print conventions conventions and understand that print and understand that print carries carries meaning.	**CCSS.ELA-LITERACY.RL.K.2** With prompting and support, retell familiar stories, including key details. **CCSS.ELA-LITERACY.RL.K.3** With prompting and support, identify characters, settings, and major events in a story. **CCSS.ELA-LITERACY.RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCSS.ELA-LITERACY.RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3** Describe characters, settings, and major events in a story, using key details. **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	**CCSS.ELA-LITERACY.RL.2.2** Recount stories, including fables, folktales, and myths from diverse cultures, and determine their central message, lesson, or moral. **CCSS.ELA-LITERACY.RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CCSS.ELA-LITERACY.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **CCSS.ELA-LITERACY.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **CCSS.ELA-LITERACY.W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **CCSS.ELA-LITERACY.L.2.1.e** Use collective nouns (e.g., group). **CCSS.ELA-LITERACY.L.2.1.f** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	**CCSS.ELA-LITERACY.RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **CCSS.ELA-LITERACY.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events **CCSS.ELA-LITERACY.RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **CCSS.ELA-LITERACY.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-LITERACY.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **CCSS.ELA-LITERACY.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) **CCSS.ELA-LITERACY.W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **CCSS.ELA-LITERACY.W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-LITERACY.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **CCSS.ELA-LITERACY.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CCSS.ELA-LITERACY.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-LITERACY.W.4.4** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) **CCSS.ELA-LITERACY.L.4.3.a** Choose words and phrases to convey ideas precisely. Choosing punctuation for effect. **CCSS.ELA-LITERACY.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**CCSS.ELA-LITERACY.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-LITERACY.RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **CCSS.ELA-LITERACY.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **CCSS.ELA-LITERACY.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-LITERACY.W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) **CCSS.ELA-LITERACY.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **CCSS.ELA-LITERACY.L.5.3.a** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Unit 2	**CCSS.ELA-LITERACY.RL.K.2** With prompting and support, retell familiar stories, including key details. **CCSS.ELA-LITERACY.RL.K.3** With prompting and support, identify characters, settings, and major events in a story. **CCSS.ELA-LITERACY.RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCSS.ELA-LITERACY.RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). California Preschool Standards 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. Reading 1.0 Concepts About Print Children recognize print conventions conventions and understand that print and understand that print carries carries meaning. 1.0 Writing Children demonstrate increasing writing skills.*	**CCSS.ELA-LITERACY.RL.K.2** With prompting and support, retell familiar stories, including key details. **CCSS.ELA-LITERACY.RL.K.3** With prompting and support, identify characters, settings, and major events in a story. **CCSS.ELA-LITERACY.RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **CCSS.ELA-LITERACY.RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3** Describe characters, settings, and major events in a story, using key details. **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	**RL.2.3** Describe how characters in a story respond to major events and challenges. **CCSS.ELA-LITERACY.RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. **CCSS.ELA-LITERACY.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **CCSS.ELA-LITERACY.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **CCSS.ELA-LITERACY.W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **SL.2.1** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **RI.3.6** Distinguish their own point of view from that of the author of a text. **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **SL.3.1** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **L.3.1.H** Use coordinating and subordinating conjunctions. **L.3.2.E** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	**CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-LITERACY.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **CCSS.ELA-LITERACY.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CCSS.ELA-LITERACY.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-LITERACY.W.4.4** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) **CCSS.ELA-LITERACY.L.4.3.a** Choose words and phrases to convey ideas precisely. Choosing punctuation for effect. **CCSS.ELA-LITERACY.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**CCSS.ELA-LITERACY.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-LITERACY.RL.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **CCSS.ELA-LITERACY.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **CCSS.ELA-LITERACY.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **CCSS.ELA-LITERACY.RI.5.9** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **CCSS.ELA-LITERACY.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **CCSS.ELA-Language L.5.2.D** Use underlining, quotation marks, or italics to indicate titles of works. **CCSS.ELA-Literacy.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Unit 3	**RI.K.1** With prompting and support, ask and answer questions about key details in a text. **RI.K.2** With prompting and support, identify the main topic and retell key details of a text. **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text **RI.K.5** Identify the front cover, back cover, and title page of a book **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text. **RI.K.10** Actively engage in group reading activities with purpose and understanding California Preschool Standards 4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. 5.1 Demonstrate, with increasing and literacy-related activities independence, enjoyment of literacy and literacy-related activities. 1.0 Writing Children demonstrate increasing writing skills.*	**RI.K.5** Identify the front cover, back cover, and title page of a book **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **RI.K.1** With prompting and support, ask and answer questions about key details in a text. **RI.K.2** With prompting and support, identify the main topic and retell key details of a text. **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text. **RI.K.10** Actively engage in group reading activities with purpose and understanding	**RI.1.2** Identify the main topic and retell key details of a text **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. **L.1.4** **L.1.5** **W.1.2** **W.1.5**	**CCSS.ELA-LITERACY.RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. **CCSS.ELA-LITERACY.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **CCSS.ELA-LITERACY.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **CCSS.ELA-LITERACY.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	PBL	PBL	**CCSS.ELA-LITERACY.RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **CCSS.ELA-LITERACY.RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described. **CCSS.ELA-LITERACY.RL.5.9** Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics). **CCSS.ELA-LITERACY.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-LITERACY.SL.5.1** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) **CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 5 topics and texts, building on others' ideas and expressing their own clearly. **CCSS.ELA-LITERACY.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **CCSS.ELA-LITERACY.L.5.3.A** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Unit 4	PBL	**RL.K.1** With prompting and support, ask and answer questions about key details in a text. **RL.K.2** With prompting and support, retell familiar stories, including key details. **RL.K.3** With prompting and support, identify characters, settings, and major events in a story. **RL.K.4** Ask and answer questions about unknown words in a text. **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.	PBL	PBL	**CCSS.ELA-LITERACY.RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **CCSS.ELA-LITERACY.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **CCSS.ELA-LITERACY.RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **CCSS.ELA-LITERACY.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-LITERACY.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) **CCSS.ELA-LITERACY.W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CCSS.ELA-Language L.3.1.D** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-LITERACY.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **CCSS.ELA-LITERACY.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CCSS.ELA-LITERACY.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **CCSS.ELA-LITERACY.RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **CCSS.ELA-LITERACY.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-LITERACY.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) **CCSS.ELA-LITERACY.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-LITERACY.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	PBL
Unit 5	PBL	**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3** Describe characters, settings, and major events in a story, using key details. **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3** Describe characters, settings, and major events in a story, using key details. **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	**RL.2.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.2.3** Describe characters, settings, and major events in a story, using key details. **W.2.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.2.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.2.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	PBL	PBL	PBL
Unit 6	PBL	PBL	PBL	PBL	**CCSS.ELA-LITERACY.RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **CCSS.ELA-LITERACY.RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **CCSS.ELA-LITERACY.RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. **CCSS.ELA-LITERACY.L.3.1** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **CCSS.ELA-LITERACY.L.3.1** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-LITERACY.L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**CCSS.ELA-LITERACY.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-LITERACY.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **CCSS.ELA-LITERACY.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **CCSS.ELA-LITERACY.RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text **CCSS.ELA-LITERACY.RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **CCSS.ELA-LITERACY.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) **CCSS.ELA-LITERACY.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. **CCSS.ELA-LITERACY.SL.4.3** Identify the reasons and evidence a speaker provides to support particular points. **CCSS.ELA-LITERACY.L.4.1** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-LITERACY.L.4.3.A** Choose words and phrases to convey ideas precisely. **CCSS.ELA-LITERACY.L.4.3.B** Choose punctuation for effect.	**CCSS.ELA-LITERACY.RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **CCSS.ELA-LITERACY.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **CCSS.ELA-LITERACY.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **CCSS.ELA-LITERACY.W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-LITERACY.L.5.5.A** Interpret figurative language, including similes and metaphors, in context.
Unit 7	PBL	PBL	PBL	PBL	PBL	PBL	PBL

Table of Contents

Transitional Kinder K4	Kinder K5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

Transitional Kindergarten (K4) STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Weeks	**8**	n/a	
Math Unit 1 Counting & Numbers to 10	**27**	**NS 1** PK.CC.1 - 4	The focus of this unit is on practicing rote counting and understanding numbers to 10. Students learn how to write them, spell them, and count quantities within that amount.
Math Unit 2 Patterns & Sorting	**15**	**AF 1 & 2** PK.CC.6 PK.OA.2 PK.MD.2	Students build mathematical reasoning by recognizing and extending simple patterns. They also practice ordering language (first, last, next,before, after) with patterns. Students also practice sorting, as well as identifying which object does/doesn't belong with a given set of objects.
Math Unit 3 Comparing Numbers	**19**	**NS 2.1 & 2.2** PK.CC.5	Students work on comparing groups of objects by matching and counting. They also explore the idea of one more and one less.
Science Unit 1 Pushes and Pulls	**14**	K.PS2-1 K.PS2-2	Students will think about the guiding question "How can you move something heavy?" by observing the effect of pushing and pulling motions on different objects. Students will also explore speed and direction with the guiding question "What happens when two toy cars collide?"
Math Unit 4 Beginning Geometry	**25**	**G.1** PK.G.1 - 5	Students work on identifying, building, drawing and composing 2-D and 3-D shapes.
Math Unit 5 Beginning Measurement	**21**	**M.1 & G.2** PK.MD.1 - 2	This unit focuses on describing the position of objects as well as describing their measurable attributes (size, length, height, weight, color, etc).
Math Unit 6 Representing Data	**17**	**AF 1 & NS 2** PK.MD.2	Students work on collecting & representing data using tables, tally marks and graphs. Students practice describing their data using comparison language.
EOY Review & Testing	**16**	n/a	
Science Unit 2 Energy from the Sun	**14**	K.PS3-1 K.PS3-2	Students will explore the guiding question "Why do we use umbrellas at the beach" to understand the effects of the sun on our daily lives.
Close Week	**4**	n/a	

Kindergarten (K5) STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	**8**	n/a	
Math Unit 1 Numbers to 20	**26**	K.CC.1 - 5	Students practice counting and understanding numbers to 20 during this first unit. They work on how to write numbers, spell them in word form, and count quantities within that amount.
Math Unit 2 Matching & Sorting Shapes	**21**	K.CC.5 K.G.1 - 4 K.MD.3	Students work on understanding 2-D & 3-D shapes, practicing identifying, describing, building ,and drawing them. They also begin work with sorting and matching, using their new understanding of shapes and attributes to sort items into categories. Counting work continues as they are asked to count the amount in each category after sorting.
Math Unit 3 Composing & Decomposing Shapes	**14**	K.G.5 - 6 1.G.3	Students continue working with shape by decomposing and composing them. Additional geometry work is also covered such as beginning to explore equal shares (halves and fourths), and lines of symmetry.
Science Unit 1 Materials and Motion: Part 1	**14**	K.PS2-1 K.PS2-2 K.PS3-1 K.PS3-2	Students work with five different wood samples to observe their properties. Students observe and compare the properties of ten kinds of paper and go on a hunt for matching samples.
Math Unit 4 Comparing, Adding & Subtracting Numbers to 20	**23**	K.CC.6 - 7 K.OA.1 - 5 K.NBT.1	Examination of numbers to 20 continues, with students comparing sets and numbers to 20. They also work on composing and decomposing numbers, finding pairs to 10 as well as representing teens numbers as a ten and loose ones. Students start number stories to contextualize part-whole relationships and join & separate scenarios.
Math Unit 5 Measurement & Data	**25**	K.MD.1 - 3 1.MD.4	Students practice describing objects by measurable attributes (big, tall, short, etc) and comparing different objects by attribute. Sorting work continues, making categories by different attributes of objects, and sorting categories by count. Students also work with data, representing and interpreting basic sets of data in bar graphs and pictographs
Math Unit 6 Working with Money & Telling Time	**15**	1.MD.3 2.MD.8	Students work with coins, learning the names and values of each and using skip counting skills to determine the value of basic collections.. Students end the unit by learning how to tell time to the hour and half hour.
EOY Flex Days & Testing	**16**	n/a	
Science Unit 2 Materials and Motion: Part 2	**14**	K.PS2-1 K.PS2-2 K.PS3-1 K.PS3-2	Students observe and compare the properties of ten kinds of fabric and search for different ways fabrics are used. Students investigate the strength of pushes and pulls needed to move objects.
Close Days	**4**	n/a	

Grade 1 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	**8**	n/a	
Math Unit 1 Addition & Subtraction Strategies to 20	**19**	1.OA.3 1.OA.5 - 8	Students build fluency with addition & subtraction within 20, focusing on making 10s and building automaticity with addition & subtraction within 10. Strategies include counting on and counting back, decomposing and renaming numbers, and finding benchmark pairs.
Math Unit 2 Place Value & Comparing Numbers	**23**	1.NBT.1 - 3 1.OA.6	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a ten unit. They also use place value to compare numbers.
Math Unit 3 Addition & Subtraction within 50	**24**	1.OA.3 -4 1.OA.8 1.NBT.4	Students focus on the relationship between addition and subtraction, properties of operations and place value with numbers within 50.
Science Unit 1 Air and Weather: Part 1	**15**	1.ESS1-1 & 2 K.ESS2-1 K-ESS3-3 2.PS1-1	Students explore the phenomenon that air is matter and can push objects around. Students observe phenomena in the sky—weather and clouds, the Sun, and the Moon. They observe and record how the objects move, looking for patterns.
Math Unit 4 Length & Data	**18**	1.OA.4 1.NBT.3 1.MD.1 -2 1.MD.4	Students practice length measurement and comparing lengths. They create bar graphs and ask/answer questions about data. The connection is built between more than/less than statements about length and data to addition and subtraction situations.
Math Unit 5 Addition & Subtraction within 100	**19**	1.OA.3 1.OA.8 1.NBT.2 1.NBT.4 - 6	Students continue practice with addition and subtraction strategies with larger numbers. Strategies center around use of models and drawings, properties of operations, and the inverse relationship between addition and subtraction.
Math Unit 6 Shapes & Time	**20**	1.MD.3 1.G.1 - 3	Students work with defining attributes and composite shapes. They also explore equal shares of shapes and build connections with telling time to the hour and half hour.
EOY Flex days & Testing	**16**	n/a	
Science Unit 2 Air and Weather: Part 2	**14**	1.ESS1-1 1.ESS1-2 K.ESS2-1 K-ESS3-3 2.PS1-1	Students investigate the phenomenon of air in motion. Students look for patterns in phenomena they observe over time—Moon phase, amount of daylight, and weather conditions.
Close Days	**4**	n/a	

Grade 2 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	**8**	n/a	
Math Unit 1 Place Value	**23**	2.NBT.1 - 4 2.NBT.8 2.MD.8	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a hundred unit. Students begin working with money, including pennies, dimes, and dollars, to complement place value and bundling. They also practice skip counting, mentally finding 10 or 100 more/less than a number based on place value strategies.
Math Unit 2 Addition & Subtraction within 200	**21**	2.NBT.5, 7, 9 2.MD.10 2.MD.6	Students work on building addition and subtraction strategies with 100s, 10s and 1s units, focusing on composing and decomposing a single hundred. They also use the number line to represent sums and differences.
Math Unit 3 Addition & Subtraction within 1,000	**22**	2.NBT.1 2.NBT.5 - 7 2.NBT.9 2.MD.8	Students extend addition & subtraction strategies to larger numbers, applying computation strategies to work with money. Complexity of working with money increases as other coins are introduced.
Science Unit 1 Pebbles, Sand, and Silt: Part 1	**15**	2ESS1-1 2.ESS2-1 - 2 2PS1-2	Students are introduced to the phenomenon that rocks are not all the same. Students investigate a mixture of different-sized river rocks as a phenomenon.
Math Unit 4 Measurement	**20**	2.MD.1 - 4 2.MD.6 2.MD.9- 10	Students measure lengths of objects, compare lengths, and make a line plot representing measurements. Students continue work with bar graphs, connecting them to length measurement.
Math Unit 5 Time & Equal Shares	**19**	2.MD.7 2.G.1 & 3	Students work to understand equal shares and partitioning shapes, extending this to telling time - recognizing an analog clock as a circle that has been partitioned into equal slices (halves for half hours, quarters for quarter hours, etc.).
Math Unit 6 Multiplication Foundations	**18**	2.OA.3 - 4 2.G.2	Exploring repeated addition, even and odd numbers, and arrays in preparation for multiplication.
EOY Flex Days & Testing	**16**	n/a	
Science Unit 2 Pebbles, Sand, and Silt: Part 2	**14**	2ESS1-1 2.ESS2-1 - 3 2PS1-2	Students learn how people use earth materials to construct objects. Students first investigate a common phenomenon on the surface of Earth—soil.
Close Days	**4**	n/a	

Grade 3 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	**3**	n/a	
Math Unit 1 Place Value, Addition & Subtraction	**23**	3.NBT.1 - 2 3.MD.1 3.OA.5 3.OA.9	Students use their place value understanding from grade 2 to explore rounding, as well as to build additional fluency with addition & subtraction. Elapsed time is covered as a natural extension of adding/subtracting on the number line. Addition and subtraction patterns are covered as well.
Math Unit 2 Multiplication & Division Part 1	**19**	3.OA.1 - 2 3.OA.4 3.OA.6 - 7	This unit focuses on foundational understandings of multiplication & division and on the relationship between the two: recognizing situations, modeling with manipulatives, and fact families.
Math Unit 3 Multiplication & Division Part 2	**18**	3.OA.4 - 6 3.OA.7 & 9 3.MD.3 3.NBT.3	Students focus on building multiplication & division strategies and properties, along with exploring multiplication & division patterns. Scaled pictographs and bar graphs are covered as well, as they rely on multiplication & division to interpret.
Science Unit Motion and Matter	**20**	3.PS2-1 - 4	Students explore phenomena that can affect the motion of masses—the forces of magnetism and gravity. Students use a variety of systems as phenomena to explore patterns of motion. Students tackle an engineering design challenge in incremental steps. Students extend grade two experiences with matter by using tools to quantify data to develop evidence for the phenomenon of conservation of mass.
Math Unit 4 Area & Perimeter	**19**	3.OA.4 - 5 3.MD.5 - 8 3.G.1	Students explore area and perimeter concepts, as well as attributes of shapes, which they use to solve area and perimeter problems.
Math Unit 5 Fractions as Numbers	**16**	3.NF.1 - 3 3.MD.5 3.G.2	Students work to understand fractions as part of or all of a whole, making use of both shape models and quantities on a number line. Students make use of benchmark fractions to estimate size as well as to assist in comparisons. All fractions used in this unit are less than or equal to one whole.
Math Unit 6 Fraction Equivalency	**19**	3.NF.1 - 3 3.MD.4 3.G.2	Students focus on the idea of equivalence and equivalent fractions, learn about fractions greater than one whole, and represent measurement data using line plots. Comparison work continues, including mixed numbers and improper fractions, both representing fractions greater than one.
EOY Review	**20**	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	**10**	n/a	
Unit 7	**9**	Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.	
Close Days	**4**	n/a	

Grade 4 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	**3**	n/a	
Math Unit 1: Place Value, Addition & Subtraction	**18**	4.NBT.1 - 4 4.MD.1 4.MD.3	Students extend their understanding of place value to numbers within 1,000,000, as well as explore rounding to any place. They anchor their place value understandings around the relationship to the number 10, and master the addition & subtraction algorithm based on the base-10 system. Students also work on converting units of metric measurement as an application of their base-10 understanding.
Math Unit 2: Multiplication & Division	**22**	4.OA.1 4.NBT.5-6 4.OA.4-5 4.MD.1 4.MD.3	Students explore multiplication as comparison, as well as continue building procedural fluency with multi-digit multiplication & division. Students work with factors and multiples, as well as prime & composite numbers. Students use multiplication & division to solve a variety of measurement problems, including conversion of standard units of measurement, and area & perimeter problems.
Math Unit 3: Fraction Equivalency	**16**	4.NF.1 - 2 4.MD.2 - 4	Students build deep understanding of fraction equivalence and ordering, generating equivalent fractions and using this as a strategy for comparison.
Science Unit Soils, Rocks, and Landforms	**20**	4.ESS1-1 4.ESS2-1-2 4.ESS3-1-2	Students engage firsthand with a variety of phenomena in the natural world, including soils, erosion, the earth's mountains, and the earth's natural resources. They investigate the properties of soil by comparing four different soils, use stream-table models to observe that water moves earth materials from one location to another, and build a model of a mountain landform.
Math Unit 4: Fraction Operations	**21**	4.NF.3-4 4.MD.2 - 4	Using their understanding of fraction equivalency, students begin to add fractions, as well as multiply fractions by whole numbers, which they understand as repeated addition of fractional parts. Students also make line plots with fractional scales
Math Unit 5: Decimal Fractions	**15**	4.NF.5 - 7 4.MD.2-3	Students explore decimal fractions as a special type of fraction, learning about decimal notation, and performing operations and comparisons with decimal fractions.
Math Unit 6: Lines & Angles	**18**	4.MD.5 - 7 4.G.1 - 3	Students explore a variety of geometry and measurement concepts including, perpendicular and parallel lines, types of triangles, lines of symmetry and angle measurement.
EOY Review	**20**	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	**10**	n/a	
Unit 7	**9**	Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.	
Close Days	**4**	n/a	

Grade 5 STEM SSM - 2019-20

Unit # & Title	Days	Standards	Summary
Launch Days	**3**	n/a	
Math Unit 1: Decimal Place Value, Addition & Subtraction	**19**	5.NBT.1 - 4 5.NBT.7 5.MD.1	Students deepen their grasp of our number system by increasing their knowledge of place value relationships. Students use exponents to represent powers of 10 and learn metric conversions in connection with place value relationships. Students also read, write, compare, round, add and subtract decimals to the thousandths place
Math Unit 2: Multiplication & Division	**22**	5.OA.1 - 2 5.NBT.5 - 7 5.MD.1 5.NBT.1	Students will master the formal algorithm for multiplication and work with larger numbers in division. Multiplication and division of decimals is also practiced. Students will write and interpret numerical expressions, including grouping symbols, and work with word problems that focus on US customary/standard units, recognizing and emphasizing conversion factors other than 10.
Math Unit 3: Addition & Subtraction of Fractions	**19**	5.NF.1-2 5.MD.2	Students formalize their strategies for adding and subtracting fractions with unlike denominators. Students build and interpret line plots using fractional scales.
Science Unit Earth and Sun	**20**	5.ESS1-1 - 2 5.ESS2-1 - 2 5.ESS3-1	Students observe and investigate a variety of natural phenomena relating to the earth and sun: including outdoor shadows, reflecting light in the sky, the Earth's atmosphere, energy transfer & water on Earth.
Math Unit 4: Multiplication & Division of Fractions	**21**	5.NBT.7 5.NF.3 - 7 5.MD.2	This unit focuses on multiplication and division of fractional units (in both fraction and decimal notation). Students learn to interpret fractions as division of the numerator by the denominator, as well as view multiplication as scaling. Work focuses on problems involving these computations, including those with area and line plots.
Math Unit 5: Volume & Shapes	**16**	5.MD.3 - 5 5.G.3 - 4 5.NF.5 - 6 5.MD.1	Volume is the focus of this unit, building on students' understanding of multiplication, division and area. Students build proficiency with name properties of shapes, allowing them to accurately place quadrilaterals in a hierarchy.
Math Unit 6: The Coordinate Plane	**15**	5.OA.3 5.G.1 - 2 5.NF.6 - 7 5.MD.1	Students prepare for algebraic work by exploring patterns and relationships between numeric terms. Students also learn how to graphically represent relationships between numbers on the coordinate plane.
EOY Review	**20**	Varies	Opportunity to review and prepare for EOY state assessments.
EOY Flex Days & Testing	**10**	n/a	
Unit 7	**9**	Opportunity to teach review or extension content, or engage in a project-based learning mini-unit.	
Close Days	**4**	n/a	

ROCKETSHIP PUBLIC SCHOOLS

PBIS Handbook

PBIS & School Culture Mission

Our schools are safe and positive environments where all students feel supported and are able to excel academically while developing the social skills they need to be happy, productive, and fulfilled humans who can pursue their dreams.

PBIS Vision

The Positive Behavior Intervention and Supports (PBIS) team is made up of teachers, school leaders, and support staff that support the creation of a Tier 1 culture on our campus. We set behavior expectations and incentives for all spaces to create a Rocketeer experience where students can feel joy and success by living our core values everyday. At the core of our vision is a team of teachers committed to teaching social emotional skills and upholding behavior expectations.

Why is PBIS important? Classroom and behavior management is a skill that even seasoned teachers must constantly practice. PBIS provides guidelines at the school level to help you better prepare for, manage, and teach these behaviors. Using your PBIS team as a resource helps make you a better teacher!

PBIS Keys Pieces

- PBIS Team Make-Up, page 2
- Schoolwide Rules and Expectations, page 5
- Behavior Matrix, pages 5-6
- Incentive Matrix (Students), page 7
- Incentive Matrix (Staff), page 8
- TLAC Skills for School Culture, page 9

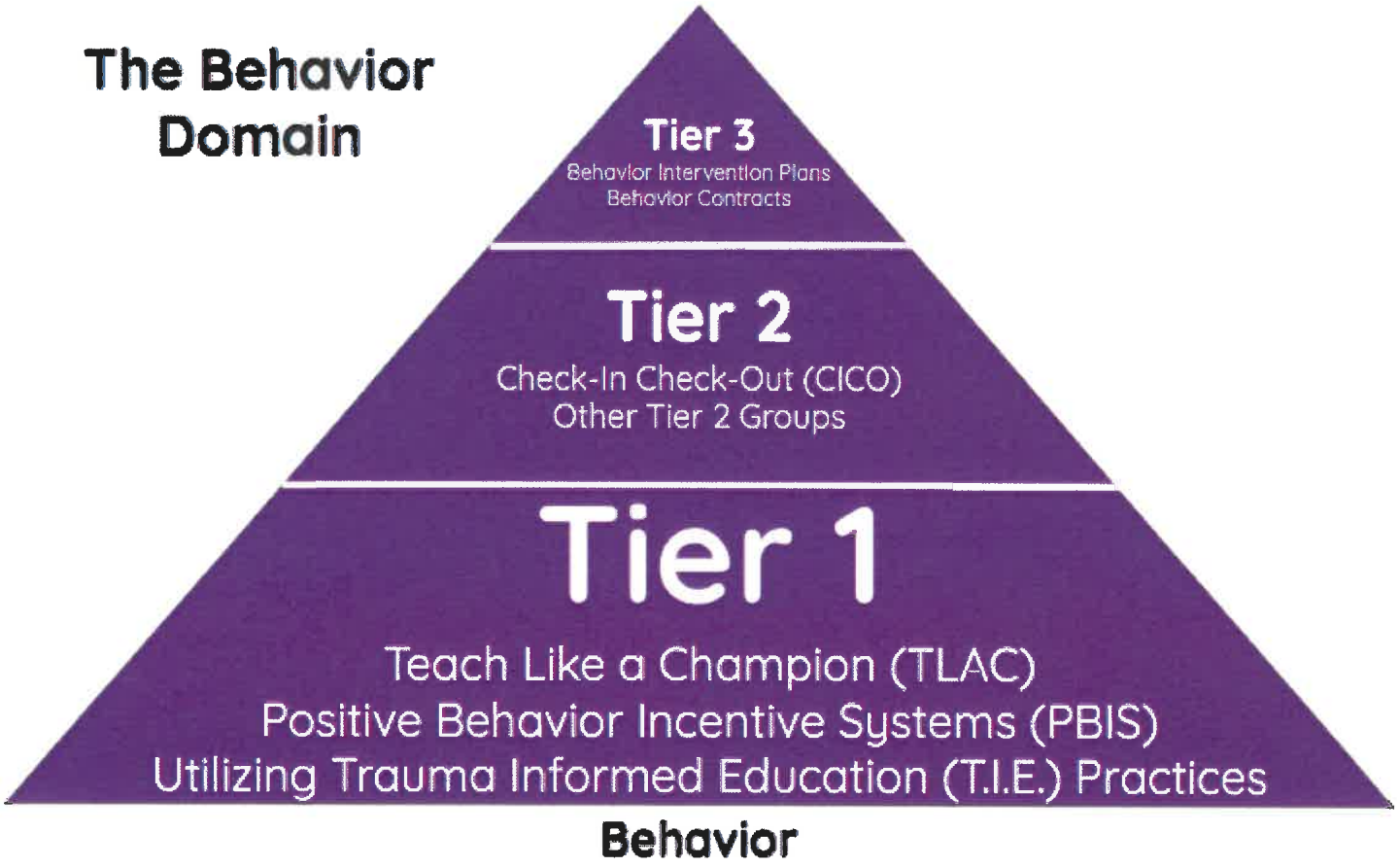
ROCKETSHIP PUBLIC SCHOOLS

Who is our PBIS team?

Role:	Description of Role:	Team Member:
PBIS Lead	Leads the team and is the point of contact with the entire school leader team to make sure Tier 1 stays top of mind!	
Character Education Lead	Ensures fidelity of SEL curriculum implementation	
Data Lead	Inputs SWIS data and pulls graphs for student huddles, SSTs, behavior plans.	
Reinforcements Lead	Makes sure individual, classroom, and school-wide incentives are being used with fidelity.	
Staff Lead	Plans staff events and incentives.	

PBIS

The Positive Behavior team fits into a larger framework called Multi-Tiered System of Supports (MTSS) that aims to meet the needs of all Rocketeers academically, socially, and behaviorally. We believe that these three (academic, social, behavior) form the foundation for student success and are codependent. Outlined below are the Tiers we utilize when thinking about PBIS and the supports/resources we have at Rocketship.



Source: https://www.pbis.org/research/

Core Component of PBIS	How we do this within Rocketship's PBIS practices
Behavior Expectations Defined	• First week teaching and practicing behavior expectations • Behavior Matrix (see below)
Behavior Expectations Taught	• Direct teaching in classroom: Practicing systems and routines • Social-Emotional Learning Curriculum 5x/week
Reward System for Appropriate Behavior (always rewarding students who meet behavior expectations for Rocketship core values)	• Clip Chart tied to incentives • Core Value Rockets tied to incentives (i.e. student store) • Class-wide incentives (i.e., class points earns special lunch party) • School-wide incentives (i.e., school earns water fight or pie-the-principal)
Clearly Defined Consequences for Problem Behavior	• Systems for Sand, Pebbles, Rocks, Boulders (teacher/SL owned behaviors) • See Our Behavior Approach
Differentiated Instruction for Behavior	• Tier 2 supports including CICO and Social Skills Groups • Tier 3 supports including Individualized Counseling and Individualized Behavior Intervention Plans • See full Menu of SEB Interventions
Continuous Collection and Use of Data for Decision Making	• Behavior Discipline Forms (BDFs) • Social Emotional Screener (SES) • CICO data • Social Skills groups pre/post test data • Individualized progress monitoring for students receiving Tier 3 supports
Universal Screening for Behavior Support	• BDFs • SES

Source: https://www.pbis.org/research/

Schoolwide Rules and Expectations

List 3-5 positively stated rules that will be posted in all spaces (classrooms, hallways, bathrooms).

1. Be **responsible** for your actions.
2. Be **respectful** of your classmates, teachers, and your property.
3. Show **empathy** to others.
4. Be **persistent** in your work.
5.

ROCKFISHIP
PUBLIC SCHOOLS

Behavior Matrix: Determine what each expectation looks like and sounds like in each space. This is what you reinforce.

	Classroom	Restroom	Hallways	Learning Lab	Lunch area	Recess	Launch/ Landing
Respect	Eyes tracking the speaker. Active Listening and Nonverbal responses.. Using the correct Zone.						
Responsibility	Homework: Complete, Neat, and high quality. Materials are organized and easy to find. Sitting in LEARN/STAR/RISE/FUERZA Classwork: Full effort is given every time.						
Persistence	Staying focused on all tasks. Not giving up when you make a mistake. Building stamina and independence. Using Multiple Strategies to solve problems.						
	Respecting and celebrating differences.						

Empathy							
5th Core Value							

ROCKETSHIP PUBLIC SCHOOLS

Student Reinforcement Matrix:

Guidelines:

- **Should be at least 2-3 examples at each level.**
- **Should focus on behavior/culture expectation (but can include academics)**
- **Should not be punitive (i.e. the entire class/school should earn classroom and long term celebrations).**

Type:	What:	Where:	When:	Who/To Whom?:	Why? Purpose	Redemption
High Frequency/ Daily & Weekly **(Individual Student & Staff Recognition)**	Core Value Rockets	In all spaces, including lunch and recess.	Teachers: Hand out at least 20+ rockets a day for wanted behaviors.	All students recognized individually.	Reinforces schoolwide behavior expectations	PBIS Store Weekly Drawing at launch Fall/Winter/Spring Carnival
	Super Purple on Clip Chart					
Medium Frequency/ Intermittent (Classroom and/or Designated Group of Students Recognition)	Teachers choice! Guidelines: The ENTIRE class must earn.					
Long Term (School-wide Celebrations OR PBIS sponsored events)	Scholars: Bookoween (PBIS sponsored event) Winter Festival (whole school must earn # of tickets) Talent Show (PBIS sponsored event) Pajama/Movie Day (whole school must earn # of tickets) Field Days (PBIS sponsored event)	2 school-wide earned events 3 PBIS sponsored events (unearned)				

Staff Reinforcement Matrix

Type:	What:	Where:	When:	Why? Purpose	Redemption
High Frequency/ Daily & Weekly (Individual Staff Recognition)					
Medium Frequency/ Intermittent					
Long Term (School-wide Celebrations OR PBIS sponsored events)					

ROCKETSHIP PUBLIC SCHOOLS

TLAC Skills for School Culture

TLAC Skill	Description	Preventative	Consequence
Setting and Maintaining High Behavioral Expectations			
100%	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	X	
What to Do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.	X	
Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.	X	
Do it Again	Doing it again and doing it right or better or perfect is often the best consequence.		X
Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	X	
Sweat the Details	To reach the highest standards, you must create the perception of order.	X	
No Warning	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.		X
Building Character and Trust			
Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	X	
Precise Praise	Use positive reinforcement as a powerful classroom tool	X	
Warm/Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	X	
The J Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.	X	
Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	X	

The Shortest Distance Curriculum: *Actions and Conversations Inspired by Stories*

Unit 1: Respect, Inclusion, & Welcome

Unit 1	Core Text (Early Grades) Grade K-2	Core Text (Upper Grades) Grade 3-5	Objectives	Teacher Prompts & Student Actions Across the Unit
Week 1 (3 Days)	I'm Like You, You're Like Me	I'm New Here Someone New	We respect ourselves and one another by appreciating our differences, listening to all voices, and welcoming everyone.	• Students are prompted and redirected to consider if their comments about differences are kind or unkind • Students ask a teacher or an adult if they are curious about a difference they observe • Students are praised for asking one another their names and using names (rather than pointing or describing another person) • Students listen and take turns; a talking piece can be used to help students practice the flow of turn-taking when speaking • Students are prompted or praised for including others and noticing someone who is left out or "new" in the community • Students are praised for turn-taking and sharing • Students greet one another and staff by name
Week 2	Martha Walks the Dog (Bonus: The Bad Seed)	The Bad Seed (Bonus: Don't Call Me Monster)	*I can show that you are welcome in our community* ***by learning your name and listening to your voice****.*	
Week 3	Tacky the Penguin Colorful World	Who Counts?	*I can show that you are welcome in our community* ***by including you and making sure you don't feel left out.***	
Week 4	That's Not Fair Fair is Fair	That's Not Fair Fair is Fair	*I can show respect by* ***accepting that we may have different needs.***	
Week 5	What if Everybody Did that?	What if Everybody Did That? Marvelous Cornelius	*I can show respect for you and your time by thinking before I act and* ***asking myself "What if everybody did that?"***	
Week 6	Thank you, Omu! The Big Umbrella	Mama Panya's Pancakes The Big Umbrella	*I can show respect for you by* ***sharing with you and welcoming you*** *(because there is room for everyone).*	
Week 7	One Green Apple All Are Welcome	The Day You Begin All Are Welcome	*I can show respect for you by* ***listening to you and thinking about how it feels to be "new"*** *in a community.*	

ROCKETSHIP

Community Meeting

1

This Week's Big Questions

"We all have different abilities and different needs."

How did Henry feel at the beginning of the story? Why did he feel this way? How did Henry feel at the end of the story?

What do you think "fair" means?

What do both texts tell us about fairness? Do you agree with Henry's mom and the zookeeper? *Make connections with other stories or examples from your own life.*

2

Day 1

3

Share Out: Want or Need?

What does it mean to "need" something? What is something you need every day?

What does it mean to "want" something? What is something you want (but may not need)?

How are these two words different?

4

Review: We Are Rocketeers

Belief #1: Every Rocketeer Counts!

We are all Rocketeers and each of us is important to our classroom community. Each person in this community should feel welcome and important here. There are students at our school who need different accommodations. We provide what students need to help them be successful!

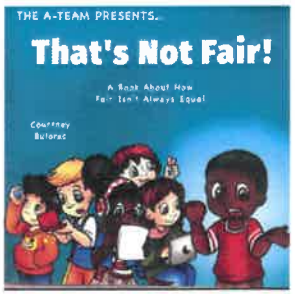
5

Objective

I can show respect by accepting that we may have *different* needs.

6

Day 1: Reading Focus



Butorac, C., & Zieroth, E. (2016). *That's not fair: A book about how fair isn't always equal* (The a-team presents, 7). Seattle, WA: PBL Consulting.

Have you ever felt like you were *different* than other people or noticed another person who was different from the group? Today we are going to talk about differences and why different students **need** different things.

7

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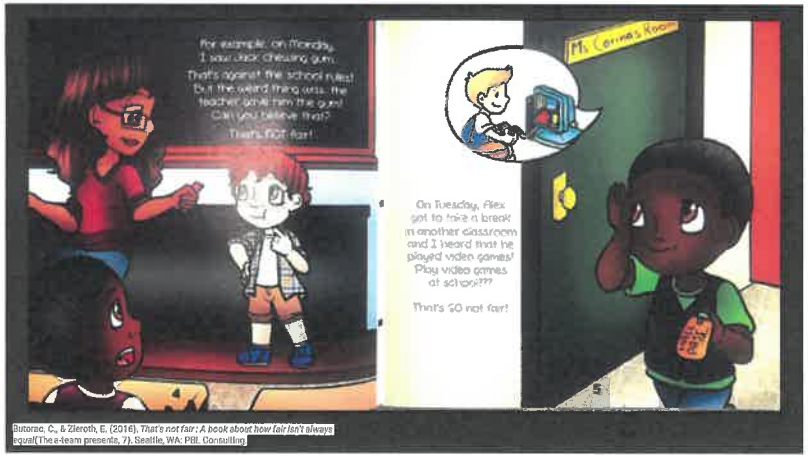

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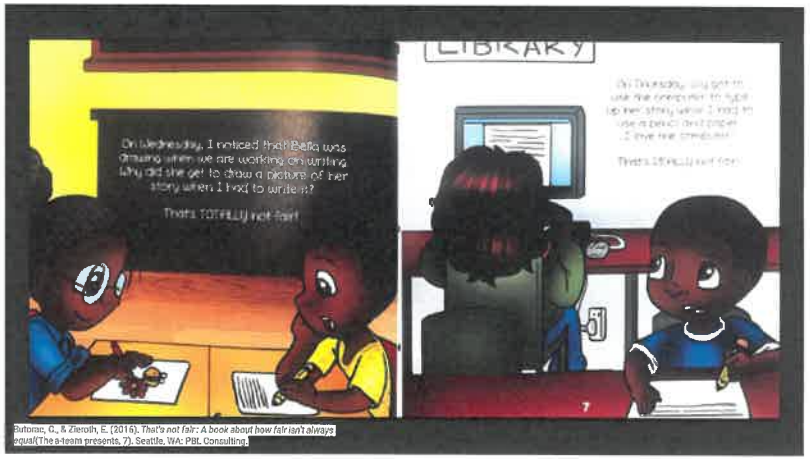

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12

Think About the text...Day 1

What is Henry frustrated by at school?

Have you ever felt like Henry? Why do you think Max might have the ball at his desk?

What do you think his Mom might say to him about this problem?

13

Making Connections

Have you ever noticed students at our school that use different tools (glasses, wheelchairs, headphones) or have accommodations like breaks from class?

Do you think students have accommodations because they **want** them or because they **need** them? What is the difference between *wanting* something and *needing* it?

14

Closing

Today we read about a school like ours. Each student has different abilities and different needs. Sometimes we feel like Henry and think "That's not fair!"

How can you show kindness and help those who have different needs than you do today?

15

Day 2

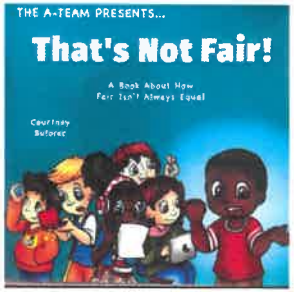
16

Share Out: Want or Need?

Which pictures show something you *need*?
Which pictures show something you may *want*?
How are these two words different?

17

Day 2: Reading Focus



Yesterday we began reading about Henry and his experience at school. Henry is frustrated by the accommodations he sees other students receiving. Let's see what perspective he gains today as he discusses his feelings with his Mom.

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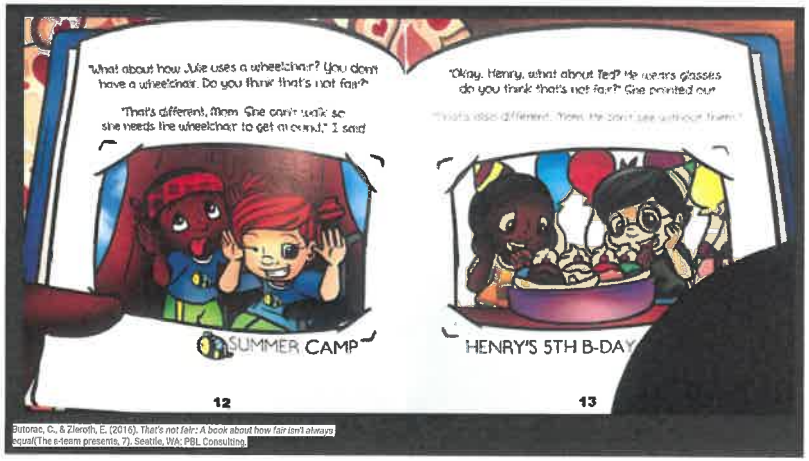

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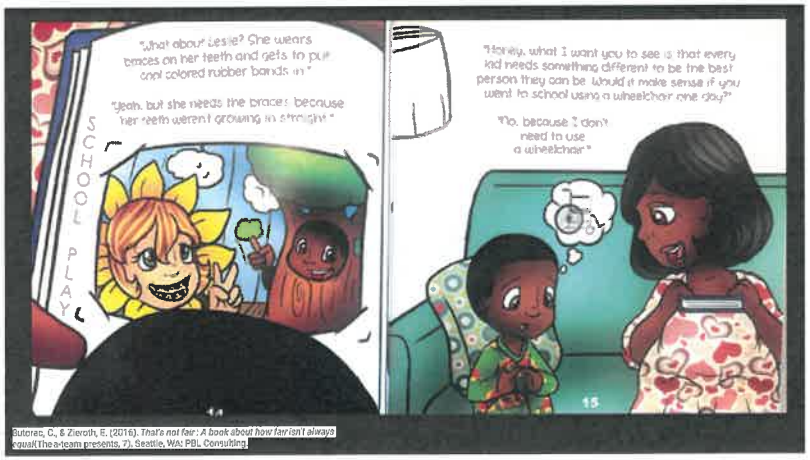
"What about Leslie? She wears braces on her teeth and gets to put cool colored rubber bands in."
"Yeah, but she needs the braces because her teeth weren't growing in straight."
SCHOOL PLAY
"Honey, what I want you to see is that every kid needs something different to be the best person they can be. Would it make sense if you went to school using a wheelchair one day?"
"No, because I don't need to use a wheelchair."
15
Buterac, C., & Zieroth, E. (2016). That's not fair : A book about how fair isn't always equal(The a-team presents, 7). Seattle, WA: PBL Consulting.

21

"What about wearing glasses or braces?"
"Well, I don't need glasses and my teeth are pretty straight so I don't need braces."
16
"So, do you see that different kids need different things?"
"Yes, but why do kids get fun stuff like gum or breaks?"
17
Buterac, C., & Zieroth, E. (2016). That's not fair : A book about how fair isn't always equal(The a-team presents, 7). Seattle, WA: PBL Consulting.

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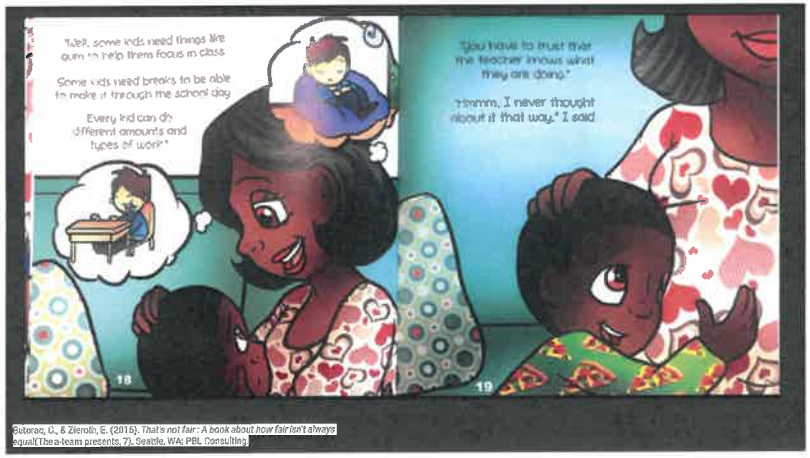
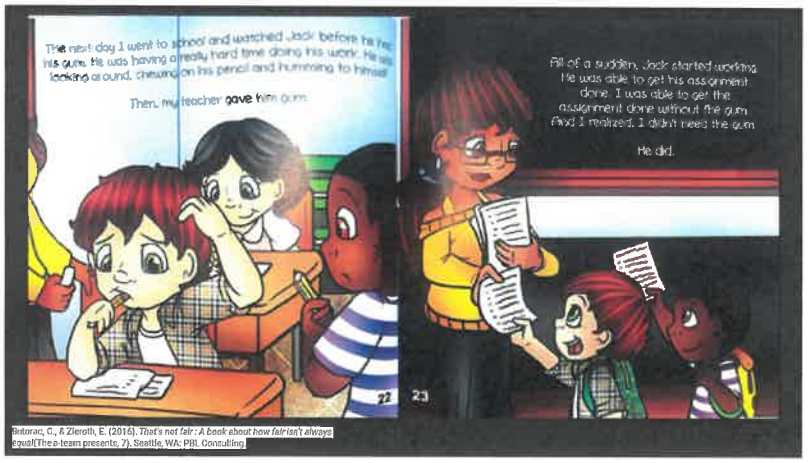

"Well, some kids need things like gum to help them focus in class."
Some kids need breaks to be able to make it through the school day."
Every kid can do different amounts and types of work."
18
"You have to trust that the teacher knows what they are doing."
"Hmmm, I never thought about it that way," I said.
19
Buterac, C., & Zieroth, E. (2016). That's not fair : A book about how fair isn't always equal(The a-team presents, 7). Seattle, WA: PBL Consulting.

23

Remember when you started learning how to ride a bike? You needed training wheels to help you learn. Should I put training wheels back on your bike because your friend still uses them??"
I laughed. "No, Mom, that would be silly."
FIRST BIKE
20
"So I guess the lesson is, being fair does not mean being equal, or the same. All of our brains and bodies work uniquely. So, everyone needs different things to be successful."
My mom was really starting to make sense.
21

24


The next day I went to school and watched Jack before he ate his gum. He was having a really hard time doing his work. He was looking around, chewing on his pencil and humming to himself.
Then, my teacher gave him gum.
22
All of a sudden, Jack started working. He was able to get his assignment done. I was able to get the assignment done without the gum. And I realized, I didn't need the gum.
He did.
23
Butorac, C., & Zieroth, E. (2016). That's not fair : A book about how fair isn't always equal(The a-team presents, 7). Seattle, WA: PBL Consulting.

25

It was fair because Jack wasn't able to work without it. It wouldn't be fair if he didn't get his gum.
24
When I really look around I notice many differences. Some kids have allergies and can't eat nuts. Some kids have blue eyes, others have brown. Some kids are tall and some kids are not.
PEANUTS
NO NUTS
25
Butorac, C., & Zieroth, E. (2016). That's not fair : A book about how fair isn't always equal(The a-team presents, 7). Seattle, WA: PBL Consulting.

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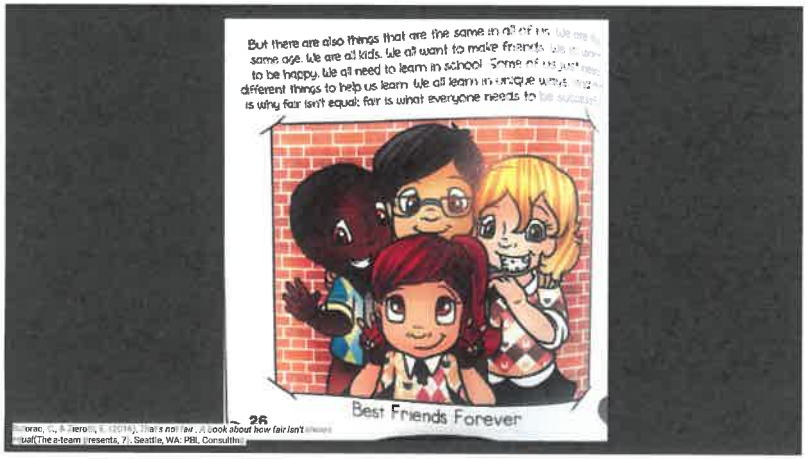
But there are also things that are the same in all of us. We are the same age. We are all kids. We all want to make friends. We all want to be happy. We all need to learn in school. Some of us just need different things to help us learn. We all learn in unique ways. That is why fair isn't equal; fair is what everyone needs to be successful.
Best Friends Forever
26

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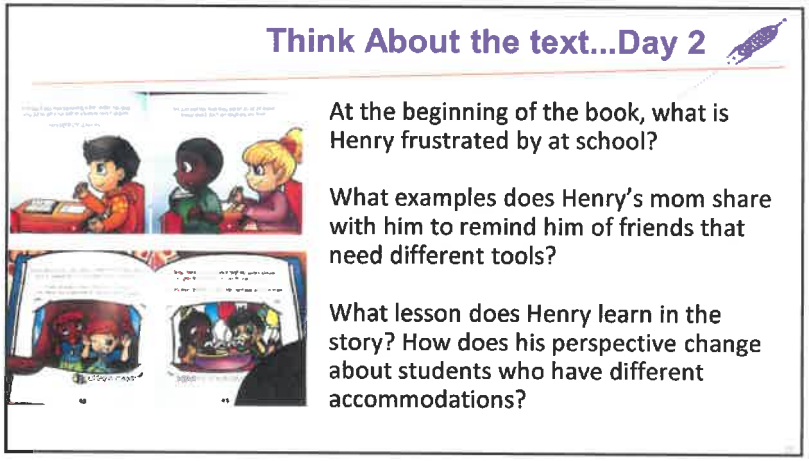
Think About the text...Day 2
At the beginning of the book, what is Henry frustrated by at school?
What examples does Henry's mom share with him to remind him of friends that need different tools?
What lesson does Henry learn in the story? How does his perspective change about students who have different accommodations?

28

Closing

There will always be children and adults with different abilities and needs. Our differences make us unique and we can learn to have empathy for the needs of others. How can you show kindness and help those who have different needs than you do today?

29

Day 3

30

Share Out

What different needs does it look like each of these students have?

31

Day 3: Reading Focus

Yesterday we finished reading about Henry and his experience of fairness. Today we will read another story and continue to think about what "fair" means to different people (or animals) with different needs.

Varela, S., & Mahr, P. (2014). *Fair is fair*. Middletown, DE: CreateSpace Independent Publishing Platform.

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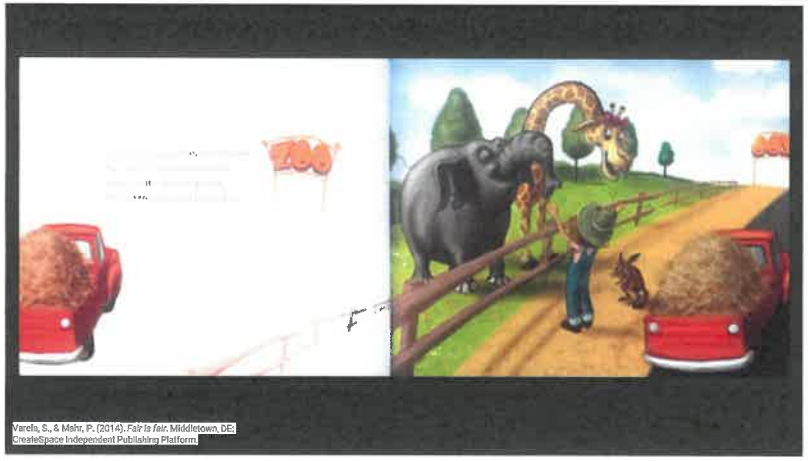

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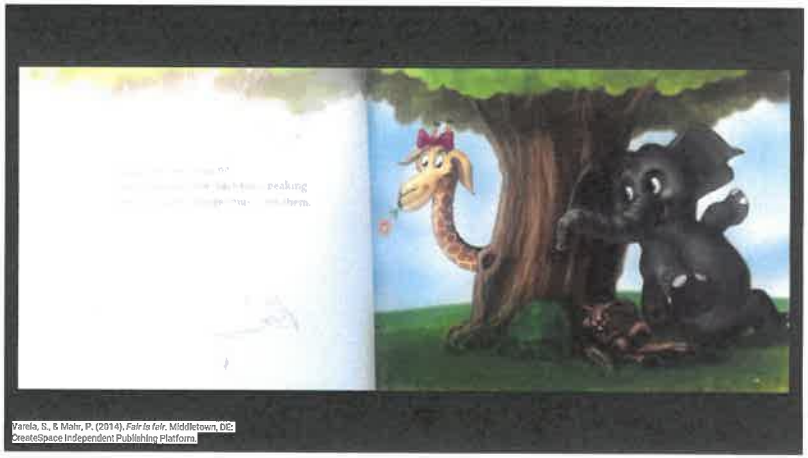

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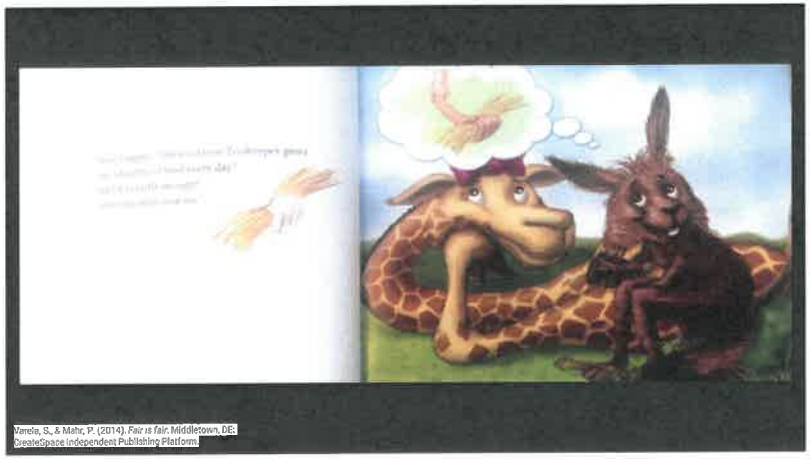
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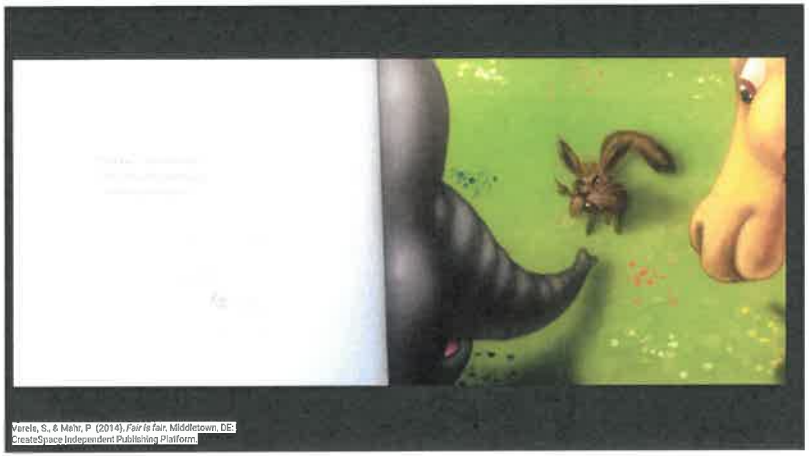
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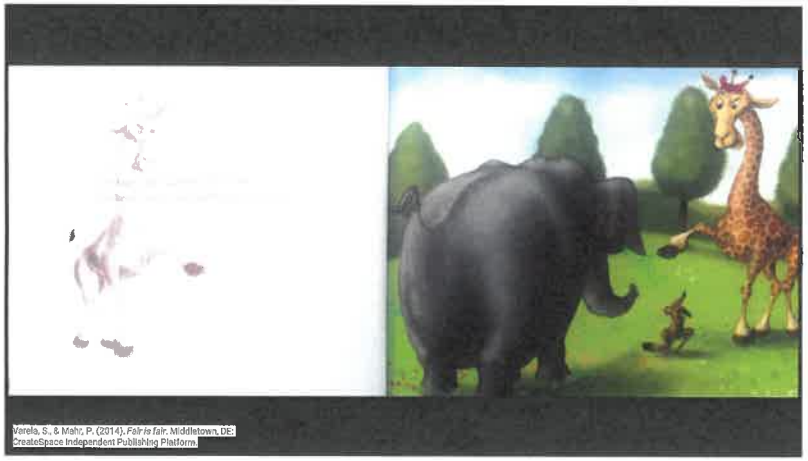

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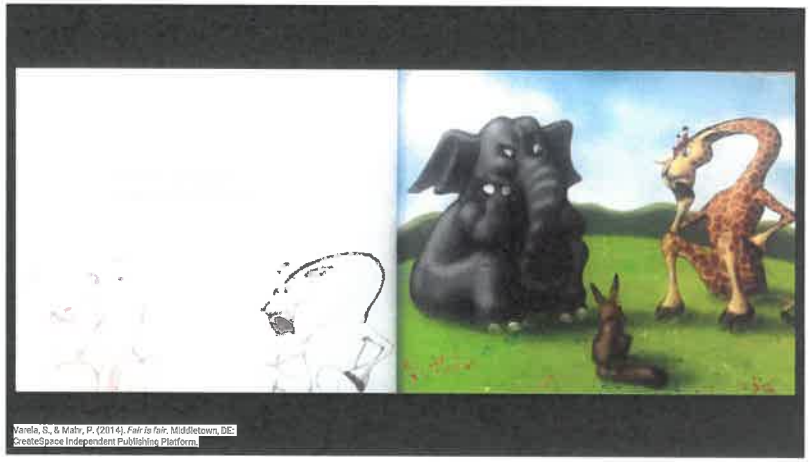

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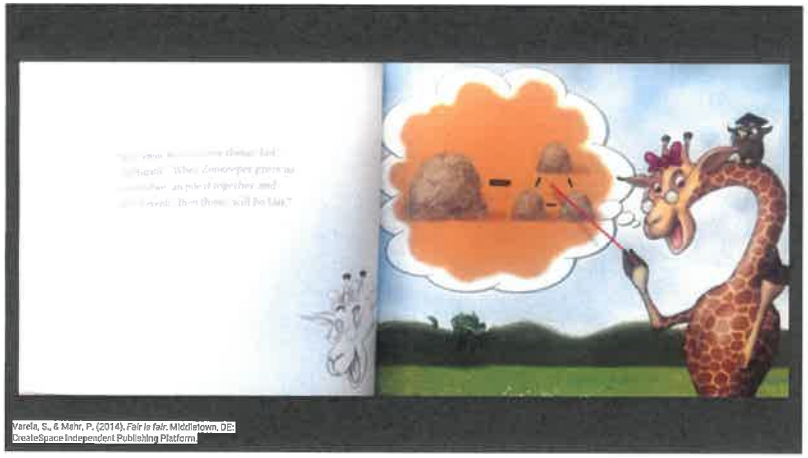

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Think About the text...Day 3

At the beginning of the book, how did each animal feel about the amount of food they received?

What causes the animals to become angry?

What does the giraffe suggest that they all do? Do you think this will work? Why or why not?

44

Closing

This week we have been focusing on fairness and the difference between a "want" and a "need." Sometimes we will feel frustrated that someone else has something that we should have, and it is right to be frustrated. But sometimes, we are upset because someone else has a different need than we do. We are all learning what fairness means (adults too!) What does "fair" mean to you?

45

Day 4

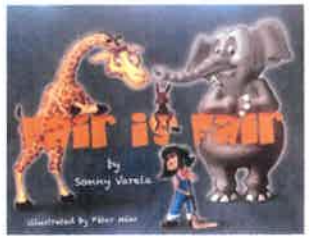
46

Share Out

How did you make someone else feel welcome or included this week (even if they are different than you)?

47

Day 4: Reading Focus



Yesterday we began reading about three animals and the food they need. The animals were happy with what the received until, they realized it was not the same amount. Today we will continue thinking about the complexities of what is truly "fair."

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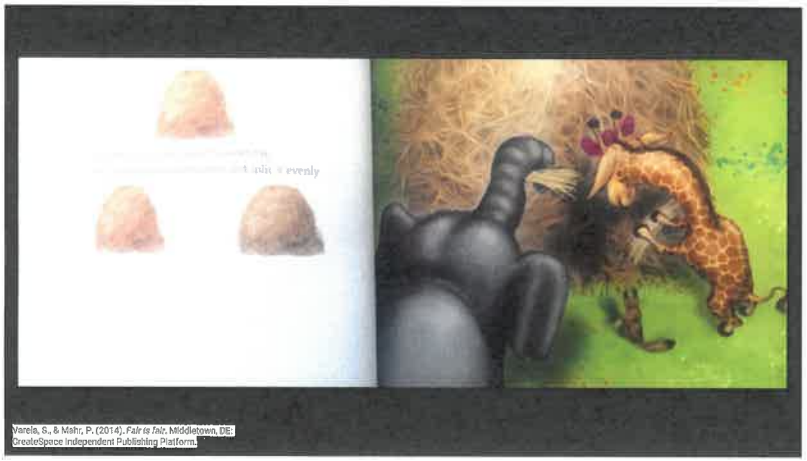

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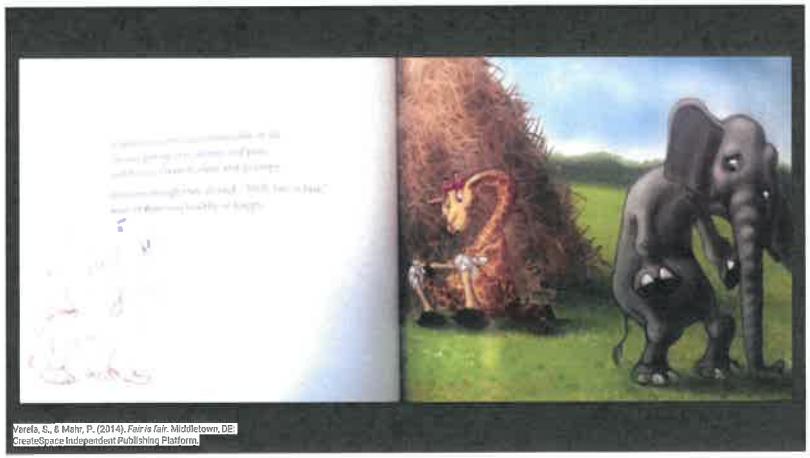
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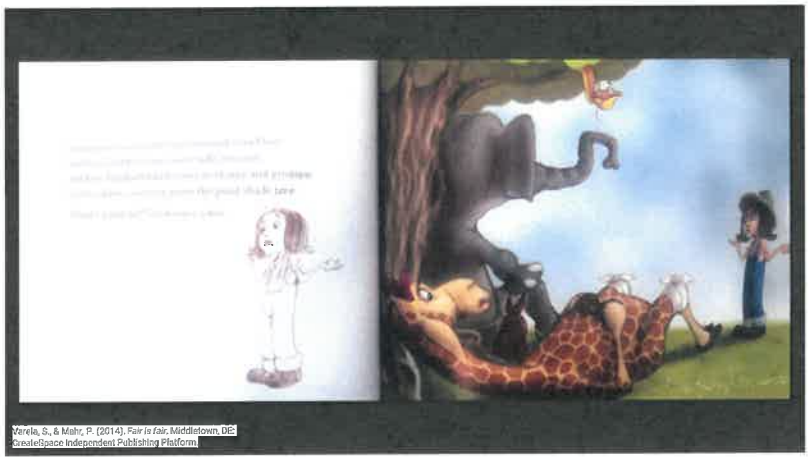
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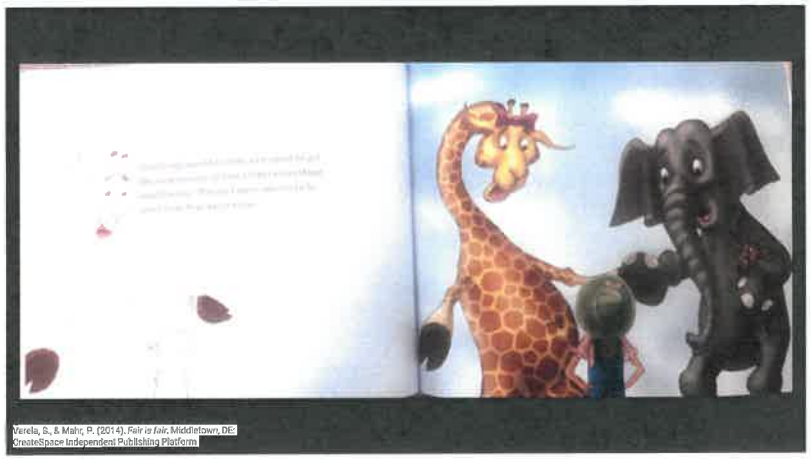
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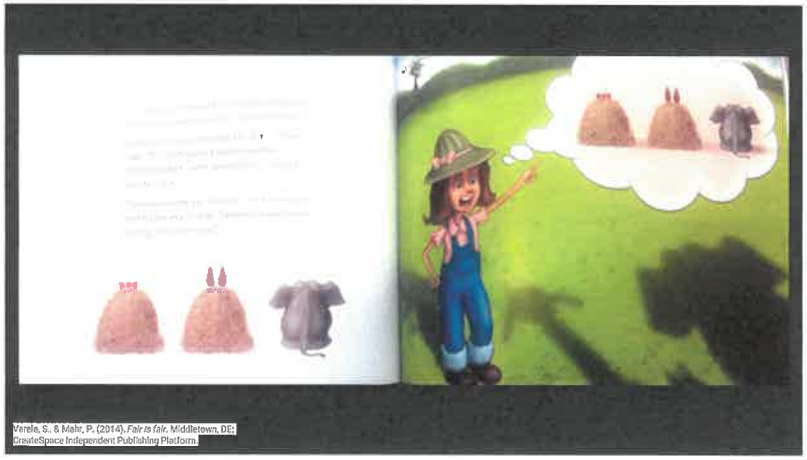

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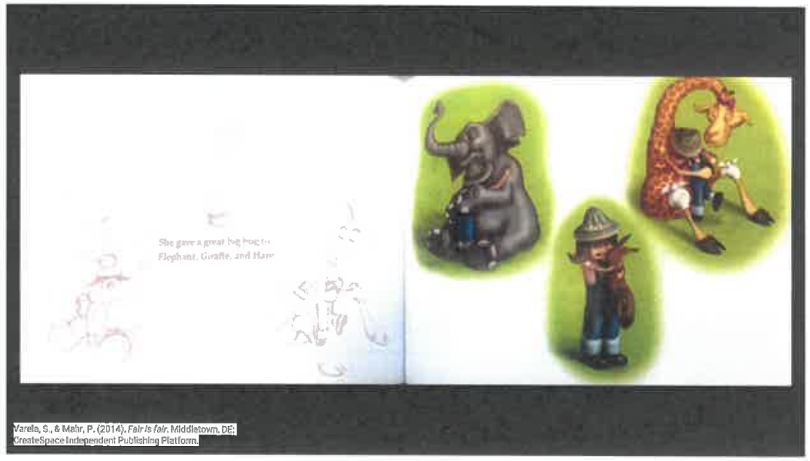

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59

Think About the text...Day 4

At the beginning of the book, how did each animal feel about the amount of food they received?

What does the zookeeper mean when she says, "Fairness isn't everyone getting the exact same. Fairness is everyone getting what they need."

What lesson do the animals likely learn in the story?

60

Closing

This week we have been focusing on fairness and the difference between a "want" and a "need." The zookeeper showed she loved each animal by giving them the right amount of food. Today before you say "that's not fair!" stop, take a breath, and consider if you have the exact same need as the other person.

61

Day 5

62

Share Out

Has someone else shown kindness to you in your community this week?

What did they do or say?

Penfold, A., & Kaufman, S. (2018). *All are welcome* (First ed.). New York: Alfred A. Knopf.

63

Review: Want or Need?

This week we considered what it means to "want" something and what it means to "need" something. Our community is full of members that have different wants and needs. Before you say "that's not fair" think about if what you are asking for is truly something you need or something you want.

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FAIR IS NOT ALWAYS EQUAL.
Teaching
is a lot like
Doctoring
with different needs:
I scraped my knee!
My stomach hurts!
I think my arm is broken!
I have a cough!
Here's some cough medicine!
And that's not fair.

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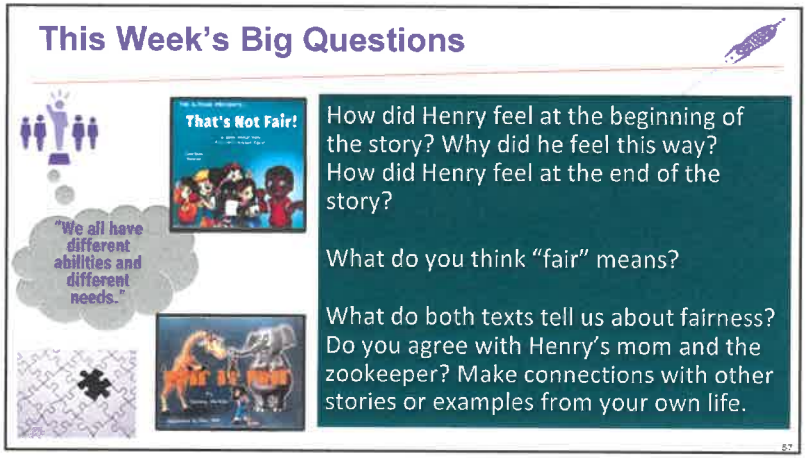
It's the same thing in a classroom.
different needs:
I have trouble focusing for more than 15 min
I can talk about what I know better than I can write about it
I think better when my hands are busy
I can't grip a pen or pencil
So different students should get different things to help them succeed.
And that's what makes a classroom
fair for everyone!

66


This Week's Big Questions
That's Not Fair!
"We all have different abilities and different needs."
How did Henry feel at the beginning of the story? Why did he feel this way? How did Henry feel at the end of the story?
What do you think "fair" means?
What do both texts tell us about fairness? Do you agree with Henry's mom and the zookeeper? Make connections with other stories or examples from your own life.

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

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

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

Early Childhood Years:

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

Elementary School:

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

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

Research Findings Related to the Development of the Kimochis® Curriculum

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

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

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

Self-Awareness

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

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

Self-Management

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

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

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

Social Awareness

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

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

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

Relationship Skills

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

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

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

Responsible Decision Making

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

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

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Kimochis® Educator's Tool Kit: Curriculum Lessons

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

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

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

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toys with feelings inside

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

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

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

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

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

Implementing SEL Programs

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

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

Assessing Training and Implementation

Training

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

Dosage

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

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

Implementation Quality

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

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

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

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

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

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

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

Assessing Training and Implementation of SEL Programs

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

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

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

The Present Study

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

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

Method

Participants

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

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

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

Teachers were 84.4% female and identified themselves as 81.1% White/Caucasian, 9.1% Hispanic, and 9.1% Black/African American. These demographics resemble the racial and ethnic breakdown provided in 2010 U.S. census data: 72.4% White/Caucasian, 16.3% Hispanic, and 12.6% Black/African American (U.S. Census Bureau, 2011). Most of the teachers had either received their bachelor's degrees and/or were working toward a master's degrees (59.1%), and 31.8% had earned their master's degree or doctorates (9.1% missing these data). On average, teachers had been teaching for 13.1 year (SD = 10.6), with an average of 10.3 years (SD = 9.4) at their current school.

According to school records, students (48.6% female) were 27.0% White/Caucasian, 30.4% Black/African American, 22.0% Hispanic, 7.5% Asian/Pacific Islander, 3.7% multiracial, and 0.1% other race not mentioned (9.0% missing data). The composition of the student sample in this study was roughly similar to the racial and ethnic composition of the study's locale, although Caucasian students were underrepresented: 47.5% White/Caucasian, 28.4% Black/African American, 27.0% Hispanic, 11.1% Asian/Pacific Islander, and 4.9% multiracial (U.S. Census Bureau, n.d.).

Design and Procedure

RULER targets all students and is designed to be implemented throughout a school district. This study focuses on the training and implementation of RULER within the program group at the end of the first year of programming. This study is embedded into a large RCT in which program schools participated in training and used RULER for 2 years before schools in the control condition received the program.

The present study was divided into three waves of data collection: Wave 1 (March 2008) occurred prior to random assignment to condition and served as a baseline. Wave 2 occurred in the fall (September 2008) of the first programming year, as the program was being introduced; and Wave 3 occurred at the end of the first programming year (April 2009). Each wave of data collection lasted eight weeks. Students completed surveys and a performance test of emotion skills at each wave. Report cards were collected at Wave 3, the end of the first year of implementation, and contained data across all waves.

Curriculum Model and Implementation

RULER is grounded in research showing that a core set of emotion skills, recognizing, understanding, labeling, expressing, and regulating emotion, is essential to positive youth development (Brackett, Rivers et al., 2010; Salovey & Mayer, 1990). First, adult stakeholders (i.e., superintendents, school leaders, teachers, and staff) attend two full-day (6 hr per day) trainings on the role of emotion skills in school success, the theory underlying RULER, and on how to foster an emotionally supportive learning environment through the teaching and personal use of program Anchor tools, including the Charter (a collaborative mission statement for the learning environment) and the Mood Meter (a tool for plotting emotions and mood states), among other tools (Brackett, Caruso, & Patti, 2008; Brackett, Caruso, & Stern, 2008). Teachers then attend a second training, which is one full day focusing on the instruction of the Feeling Words Curriculum (Brackett et al., 2011), a literacy-based SEL program that provides teachers with programmatic units that infuse into and complement existing curriculum, including English language arts. The Feeling Words Curriculum helps children to develop emotion skills through an in-depth exploration of terms like *commitment*, *elation*, and *empathy*. These "feeling word units" are the vehicles by which children learn to identify, evaluate, and under-

stand their own and others' thoughts, feelings, and behavior, understand the emotions and points of view of characters in stories, and develop strategies to manage emotions in real-life situations. In the training, teachers learn how to use the curricular units in alignment with their English language arts teaching. Each unit, which focuses on one feeling word, is comprised of five 10- to 20-min lessons. Teachers teach one unit, with its five lessons, across a 2-week period. For instance, for the unit on alienation, three lessons may be completed during the first week and the remaining two the second week (see Brackett et al., 2011, for a review of the units).

The implementation process involves support through coaching. Each teacher works with a certified coach who visits the classroom, models lessons, reviews lesson plans, provides constructive feedback, and offers solutions and resources to help the teacher deliver quality lessons.

In September of the first year of implementation, English language arts teachers in program schools attended the first 2-day training on using emotional literacy and the Anchor tools to enhance the learning environment. Approximately 1 month later, teachers attended the second full-day training on the Feeling Words Curriculum. Of the two available trainings sessions offered, teachers attended an average of 1.87 sessions (SD = 0.87). Teachers in program schools then were paired with a certified RULER coach with whom they met for 45 min after a lesson was observed. Teachers received up to five coaching sessions, with an average of 4.02 sessions (SD = 0.92).

In this study, five female coaches each worked with teachers in up to eight schools. Coaches underwent intensive training with the developers of RULER programming before working in schools. A senior RULER trainer supervised all coaches throughout the duration of the project through regular meetings conducted in person and on the phone, as well as through routine reviews of all written documentation about the coaching sessions (e.g., observation checklists and notes). Each week, coaches submitted to the head coach the written documentation completed during and after each coaching session and classroom observation.

Teachers were asked to cover between 10 and 12 word units per year. Throughout the program year, teachers taught, on average, 7.20 word units (SD = 2.60, range 0–12 units), which yielded approximately 35 discrete emotional literacy lessons (i.e., 7 units × 5 lessons).

Measures

Training. Training was measured by the number of training and coaching sessions teachers attended, as obtained from training attendance records. The maximum training value was 7, including two trainings and five coaching sessions.

Dosage. Dosage was assessed by the number of lessons taught (lessons), as obtained from teacher reports, at the end of the first year of programming (Wave 3). The maximum number of lessons a teacher could teach was 60 (12 units with 5 lessons in each).

Implementation quality. To measure implementation quality, each of the five coaches rated (both at the beginning and end of the school year; i.e., Waves 2 and 3) the extent to which teachers (a) demonstrated buy-in or an open attitude toward the program (1 = *very resistant*, 5 = *very open*) and (b) delivered RULER lessons with high quality (1 = *needs a lot of improvement*, 5 = *excellent*). During each coaching session, coaches reviewed forms that teachers completed for each feeling word unit. At Wave 2, coaches had met with teachers for at least two of the five coaching sessions to assess quality delivery. By Wave 3, the remaining coaching sessions (up to three) were completed. The correlations between openness to programming and delivery at the beginning and end of the year (Waves 2 and 3) were r values (26) = 0.63, and 0.62, p values < .001, respectively.

Because the measure of implementation quality incorporated two items assessed across two time points, a parsimonious measure of

Table 1
Assessing Implementation Quality: Teacher Quality Clusters at the Beginning and End of the Year (Waves 2 and 3)

	Openness		Delivery	
Cluster	Wave 2	Wave 3	Wave 2	Wave 3
Low	1.79 (0.92)	3.33 (0.75)	1.17 (0.39)	2.58 (0.79)
Moderate	2.67 (0.82)	3.64 (0.70)	2.67 (0.49)	3.89 (0.58)
High	4.07 (0.80)	4.87 (0.23)	3.87 (0.74)	4.67 (0.49)

Notes. Based on the nature of cluster analysis, all clusters are significantly different from each other on all criterion variables.

quality was created by subjecting the indicators (i.e., openness and delivery) to cluster analysis to test whether distinct profiles of program quality existed. To select the optimal number of clusters, we first subjected the variables to an agglomerative hierarchical clustering procedure and then inspected the hierarchical tree diagram (Everitt, Landau, & Leese, 2001). A three-cluster solution proved to be optimal. The centroids from the hierarchical solution were entered as initial cluster centers in the final *k*-means iterative procedure. The three clusters that emerged were labeled: low-quality implementers (i.e., teachers who were initially very resistant to the program and delivered it poorly but became open to the program by the end of the school year; $n = 7$), moderate-quality implementers (i.e., teachers who were moderate in their attitudes toward the program and in their delivery of the program from beginning to end; $n = 12$), and high-quality implementers (i.e., teachers who were consistently open to and delivered the program very well from beginning to end; $n = 9$). There was no evidence to support a profile of teachers who were resistant to programming but high in delivery, nor was there evidence to support a profile of teachers who were open to programming but low in delivery. Table 1 summarizes the means and standard deviations for each cluster.

Social and emotional competence. Multiple methods were used to assess students' social and emotional competence. Table 2 summarizes the means, standard deviations, reliabilities, and intercorrelations among these variables at Wave 3.

First, students' report cards contained three items that reflected social competence (i.e., respects the rights of others, interacts appropriately, and complies with school policies) using a scale where 1 = *unsatisfactory*, 2 = *needs improvement*, 3 = *satisfactory*, 4 = *good*, and 5 = *excellent*. (Grades in these three areas were not necessarily given by the English language arts teachers [those who conducted the RULER lessons], depending on the structure of the students' school day and whether they were instructed by multiple teachers.) A composite score was created for the three items by adding the scores.

Social problem-solving skills were assessed with the Conflict Resolution Skill subscale of the Elementary Student Questionnaire of the Child Development Project (Developmental Studies Center, 2000). This eight-item scale presents students with four peer-conflict scenarios (two items per scenario). For each item, students selected one response from a multiple-choice list. Higher scores reflected the selection of more collaborative and compromise-centered responses to conflict, whereas lower scores reflected more aggressive or evasive responses to conflict. Students receiving a school-based program aimed at promoting their social, ethical, and intellectual

Table 2
Intercorrelations, Means, Standard Deviations, and Reliability Coefficients of Students' End-of-Year (Wave 3) Social and Emotional Competencies (N = 812)

	1	2	3
1. Emotional Literacy	–		
2. Social Problem Solving	.28	–	
3. Social Competence	.24	.32	–
M	105.52	2.71	4.08
SD	12.84	0.97	0.86
Range	56.86–127.26	1.00–4.50	1.00–5.00
Cronbach's α	.87	.79	.96

Note. All variables are significant at $p < .001$.

development had higher scores than a control group of students on this scale (Schaps, Battistich, & Solomon, 2004).

Emotional literacy was measured with the Strategic Emotional Intelligence component of the Mayer-Salovey-Caruso Emotional Intelligence Test—Youth Version (MSCEIT-YV; Mayer, Salovey, & Caruso, in press), which is appropriate for children between 11 and 17 years old. The test assesses the extent to which respondents understand emotional information and use that information for planning and self-management. Scores are calculated by combining two subtest scores: emotion understanding and emotion regulation. There are 23 multiple-choice items on the understanding subtest, which assesses the ability to identify both the definitions and causes of emotions. The regulation branch asks respondents to evaluate the effectiveness of several actions in making an individual feel a certain way. Respondents indicate the extent to which the chosen action would help the target character achieve a specified goal using a 5-point scale (1 = *not at all helpful*, 5 = *very helpful*). This section describes six situations, each of which has three alternatives, for a total of 18 items. Performance on the test is calculated by veridical scoring, which is described extensively in the technical manual (Mayer, Caruso, & Salovey, 2005). To explain briefly: emotion experts consulted the empirical literature to determine independently the best responses to each test item and then agreed on the best responses. Scores on the MSCEIT-YV are interpreted similarly to IQ scores with a mean of 100 and standard deviation of 15. Higher performance scores on understanding and regulation correlate positively with psychosocial functioning (Rivers, Brackett, & Salovey, 2008) and with standardized achievement test scores in reading (Peters, Kranzler, & Rossen, 2009).

Teaching efficacy. Teaching efficacy was assessed with the five-item Adaptive Efficacy Scale (Search Institute, 2006), which measures teachers' beliefs in their ability to modify their teaching methods, when needed, to have a positive effect on students. Teachers rated the extent to which they agreed or disagreed with each statement (e.g., "When a student has trouble learning something new, I try a new strategy"; "I am certain that I am making a positive difference in the lives of students") using a 5-point Likert scale (1 = *strongly disagree*; 5 = *strongly agree*). Cronbach's α values were .75 and.78 for beginning- and end-of-year teaching efficacy, respectively.

Analytic Strategy

The main and interaction effects of training, dosage, and implementation quality

on students' year-end social and emotional competencies were examined, controlling for student demographics and baseline scores.

Missing data. Of the 812 students, 173 had missing data, leaving 639 students with any data on the social problem-solving skills and social competence indicators. Missing data were treated with multiple imputation procedures in NORM (Schafer, 2000), which created five complete data files. Multilevel analyses were conducted for each of the five imputed data files and coefficients. Standard errors resulting from each analysis were averaged to provide estimates of the associations among our variables of interest (Schafer, 1999). Furthermore, return rates were lower for the MSCEIT-YV than the other assessments. Of 812 students, 425 had no MSCEIT data at either Waves 2 or 3, leaving only 387 students with MSCEIT data from Wave 1 and either Wave 2 or 3. Our imputations were based on data from these waves for these 387 students. The lower return rates for the MSCEIT probably could be attributed to the fact that teachers (and not the research team) administered this test. Separate imputations were conducted for emotional literacy scores because of low return rates. Comparable results were obtained from both complete and imputed data sets.

Primary analyses. Because of the nested design, we analyzed data using hierarchical linear modeling with full-information maximum-likelihood estimation with separate models for each student-level outcome. We nested students (Level 1) within teachers (Level 2) because we were interested in teachers' implementation of RULER. A three-level hierarchical model (students nested in teachers nested in schools) was unnecessary because there was a 1:1 correspondence between teachers and schools. To analyze the effect of training and implementation variables on our target outcomes, we ran two models: a main effects model and an interaction effects (Training × Dosage × Implementation Quality) model. The first model examined the direct relationships between training, dosage, and quality with student outcomes (Model 1). The second model tested interaction or moderation effects, crossing training, dosage, and implementation quality indicators (Model 2). To determine whether Model 2 contributed incrementally to the explanation of the outcome variable, we examined the change in R^2 by testing the change in χ^2 ($\Delta\chi^2$).

Finally, we calculated effect sizes using the formula:

$$\delta = \frac{\gamma}{\sqrt{\tau_{00} + \sigma^2}}$$

where γ is the association between the predictor and outcome variables, and the denominator is the *SD* of the outcome variable, where τ_{00} and σ^2 are the between- and within-groups variances, respectively, from the unconditional model. Interpretation of δ is similar to Cohen's (1988) *d*: 0.2 is small, 0.5 is moderate, and 0.8 is large.

Results

There were no main effects of training, dosage, or implementation quality on the student outcome variables at the end of the year, after controlling for baseline status (Model 1); however, numerous interaction effects were detected (Model 2), as Table 3 shows. Because quality indicators were coded as dummy variables, we chose the reference variable to be low-quality implementers. All analyses, therefore, are in comparison to this group. Moreover, all student outcomes pertain to year-end status (Wave 3) after controlling for baseline (Wave 1).

Among high-quality implementers, those who taught more feeling word units had students with higher scores on all three student outcomes: social competence (t = 3.83, effect size [ES] = 0.23), social problem solving (t = 5.96, ES = 0.19), and emotional literacy (t = 5.47, ES = 0.16). High-quality implementers who attended more training also had students who scored higher on the measures of social problem solving (t = 2.58, ES = 0.28), emotional literacy (t = 1.82, ES = 0.34), and social competence (t = 1.78, ES = 0.24);

Table 3
Training, Dosage, and Implementation Quality: Main and Interaction Effects on Year-End Student Outcomes (Wave 3)

	Students' Social and Emotional Competence Year-End Scores		
	Emotional Literacy (n = 387)	Social Problem-Solving Skills (n = 812)	Social Competence (n = 812)
Model 1: Main Effects			
ICC[a]%	8.62	11.25	35.86
Intercept	107.19 (2.06)***	2.81 (0.18)***	4.60 (0.19)***
Level 1 (Student)			
Black	0.42 (1.19)	−0.24 (0.14)	−0.11 (0.09)
Hispanic	0.36 (1.45)	−0.19 (0.13)	−0.12 (0.06)
Asian	3.27 (2.27)	0.04 (0.16)	−0.04 (0.09)
Other race	−3.21 (5.83)	0.17 (0.28)	0.32 (0.11)**
Male	−2.04 (1.06)	−0.08 (0.08)	−0.23 (0.07)**
Baseline score[b]	0.62 (0.05)***	0.52 (0.04)***	0.46 (0.06)***
Level 2 (Teachers)			
Training	−0.65 (1.28)	0.03 (0.06)	0.09 (0.07)
Dosage	−0.54 (0.48)	−0.01 (0.02)	0.01 (0.03)
Implementation Quality[c]			
Moderate	0.69 (2.50)	0.05 (0.18)	−0.36 (0.23)
High	0.78 (2.70)	0.14 (0.16)	−0.34 (0.20)
Model 2: Interaction Effects[d]			
Intercept	102.71 (1.62)***	2.69 (0.07)***	4.48 (0.10)***
Training × Low	−7.01 (1.47)***	−0.25 (0.07)**	−0.07 (0.11)
Training × Moderate	8.35 (2.50)**	0.18 (0.15)	−0.04 (0.25)
Training × High	4.24 (2.33)	0.27 (0.15)*	0.21 (0.12)
Dosage × Low	−1.37 (0.25)***	−0.13 (0.02)***	−0.18 (0.04)***
Dosage × Moderate	−0.27 (0.41)	0.11 (0.04)**	0.26 (0.05)***
Dosage × High	2.03 (0.37)***	0.19 (0.03)***	0.20 (0.05)**
Model 1 R^2	39.83	50.66	46.72
Model 2 R^2	87.00	86.01	69.75
$\Delta\chi^2(4)$	16.20**	14.93**	12.91*

Note. Estimated means (standard errors) reported.
[a] ICC = intraclass correlation coefficient; [b] Baseline (Wave 1) score of corresponding outcome variable assessed; [c] Low is the reference group; [d] Truncated output.
* $p < .05$. ** $p < .01$. *** $p < .001$.

however, the latter two findings did not reach conventional levels of statistical significance ($p < .10$).

Among moderate-quality implementers, those who attended more training had students with higher emotional literacy scores (t = 3.34, ES = 0.68). Moderate-quality implementers who taught more feeling word units also had students with higher scores on both the social competence (t = 4.86, ES = 0.29) and social problem-solving (t = 3.11, ES = 0.12) assessments.

A different pattern was found for teachers classified as low-quality implementers. Teachers in this cluster who attended more training had students with lower scores on

both the social problem-solving assessment ($t = -3.47$, ES = 0.25) and emotional literacy test ($t = -4.78$, ES = 0.57). Moreover, low-quality implementers who taught more feeling word units had students with lower scores on all outcomes: social competence ($t = -4.65$, ES = 0.20), social problem solving ($t = -6.03$, ES = 0.13), and emotional literacy ($t = -5.46$, ES = 0.11).

To investigate possible explanations for the disparate findings among low-, moderate-, and high-quality implementers, we ran post hoc analyses to examine whether differences in teaching efficacy existed among teachers in each cluster. The means for low-, moderate-, and high-quality implementers in teaching efficacy at Wave 3 were as follows: 3.84 ($SD = 0.22$), 4.38 ($SD = 0.34$), and 4.49 ($SD = 0.54$), respectively. Differences among the teacher clusters were significant, $F(2, 20) = 4.13$, $p = .034$. Bonferroni-corrected post hoc analyses revealed low-quality implementers scored lower in teaching efficacy than high-quality implementers ($p = .037$).

In summary, there were no main effects of training, dosage, or implementation quality on student outcomes. However, several interaction effects emerged, such that student outcomes were affected by a combination of the number of trainings teachers attended and of lessons they taught and the quality with which these teachers implemented the program.

Discussion

Although SEL programs have positively affected key developmental outcomes among youth (Durlak et al., 2011), the majority of past investigations did not address the relative importance of training and implementation variables on targeted program outcomes. In this study, we examined whether the amount of training teachers received, the number of lessons students received, and the quality of delivery for one SEL program, RULER, were associated with students' social and emotional competencies. Similar to others' investigations (Hopkins et al., 1988; Kam et al., 2003), we found no main effects for our indicators of training and implementation on expected outcomes. However, we did find numerous significant interactions. Higher attendance at trainings and coaching sessions for moderate- and high-quality implementers, but not low-quality implementers, resulted in students with higher scores on indices of social problem-solving skills and emotional literacy. For moderate- and high-quality implementers but not for low-quality implementers, teaching more lessons also resulted in better student outcomes.

The unfavorable effects of more training among low-quality implementers may be partly explained by teaching efficacy. Post hoc analyses revealed that low-quality implementers were less efficacious about their general teaching practices than high-quality implementers. Low-quality implementers may not have been prepared to deliver SEL lessons without first becoming more confident in their general teaching practices (cf. Buchanan et al., 2009). These findings add to the growing research base on factors that may contribute to effective SEL programming (Collaborative for Academic, Social, and Emotional Learning, 2003; Gager & Elias, 1997; Lewis et al., 1990).

Analyzing training as the number of training and coaching sessions attended *and* dosage as the number of program lessons taught (i.e., feeling word units) was highly informative. For example, we found that among moderate- and high-quality implementers, but not low-quality implementers, the number of feeling word units taught had more significant and positive associations with student outcomes than the number of trainings attended, suggesting that active implementation may be more important than mere attendance at training sessions. Certainly, professional development is critical to learning the instructional strategies of RULER or any SEL program, but it may not be sufficient for affecting outcomes. What appeared to matter more was how training and coaching sessions were actualized in the classroom (i.e., through quality instruction). Assessing quality in terms of both attitudes and delivery, which have been associated positively in other investigations (Botvin et al., 1989), sheds light on how

teachers implement the program with varying levels of openness and skill.

Implications for Teacher Training and Professional Development

When new programs are introduced in schools during the installation and initial implementation stages, there usually exists a high degree of variability in terms of buy-in or openness to programming (Fixsen et al., 2007). Implementing SEL programs can be difficult for teachers who are balancing their time between meeting traditional academic requirements and the new demands of SEL programs. Indeed, asking teachers to integrate SEL into their already busy schedules can be physically, mentally, and emotionally taxing (Ransford et al., 2009). Our findings revealed that having teachers with low levels of openness (program buy-in) and delivery, but who either attended more trainings (including coaching sessions) or conducted more program lessons, resulted in lower levels of positive social and emotional outcomes among students. One strategy for addressing this may be for schools and SEL program providers to focus training efforts during initial implementation on teachers with an open attitude toward programming. Once these teachers have been trained and the program is moving toward full implementation, teachers who report high resistance to programming can begin their training, as concerted efforts are made by program providers and school administrators to increase their buy-in to the program.

There are various reasons that teachers may be resistant and lack buy-in to SEL programs. Effective programming approaches will acknowledge these attitudes, devote attention toward addressing them, and incorporate critical feedback from resistant teachers into program content and instructional strategies (Greenberg et al., 2005). Moreover, additional program-related information, support, and resources could be offered to target resistant teachers. For instance, these teachers could be provided with: (1) more empirical rationale for and real-life examples of the program's positive effect on students; (2) emphasis on the match between program goals and the schools' or districts' goals, values, policies, and philosophies; (3) additional instructional support from their principals or from program coaches to improve their program-specific or general teaching efficacy, if necessary; and (4) connections with teachers who have experienced success with the program, in particular those who were resistant at first themselves and whose attitudes toward programming were transformed. Until initially resistant teachers are more supportive of the program, they should be advised to conduct fewer lessons, with close monitoring and support from a coach.

Although RULER, like many SEL programs, is designed to integrate into existing school curricula, without quality training and ongoing support, its sustainability will likely be at risk (Fagan & Mihalic, 2003; Gager & Elias, 1997; Gottfredson & Gottfredson, 2002). In the past, many schools have applied the "train-and-hope" model (Stokes & Baer, 1977) to teacher professional development; some schools rely solely on the purchase of "kits" that require no additional training. Teaching SEL effectively requires ongoing training, coaching, and monitoring, each of which is critical to successful implementation (Fagan & Mihalic, 2003; Fixsen et al., 2009; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Lewis et al., 1990). Coaching, for instance, provides the opportunity to give teachers immediate feedback on all aspects of program delivery (Strother, 1989). Because many schools employ school psychologists, counselors, and social workers who often are asked to coordinate SEL initiatives or cofacilitate the teaching of SEL, our findings have many implications for these stakeholders who play a key consultative role to SEL program providers, school administrators, and teachers.

Strengths, Limitations, and Future Directions

A primary strength of this study was the multimethod assessment of constructs. Training and implementation variables were assessed with self-reports, attendance records,

and ratings from coaches. Student outcomes were assessed with self-ratings, teacher ratings, and a performance assessment tool. The differential interaction effects found between training, dosage, and implementation quality on student outcomes highlight the intricacies of identifying the key ingredients of effective SEL programming.

One area of future research is how to balance capitalizing on available, existing school data with the need to collect additional data. For instance, in the current study, the social competence items from the report card were selected because they were ratings with which teachers were already familiar and which could be gathered for all students across schools without missing data. However, we acknowledge that this measure is not ideal. For one, we do not know the factors that teachers used to assign scores to each student. In the case of preexisting implementation data that schools have on file, missing data often are an issue. The problem here is determining whether implementation data are missing systematically or at random. To illustrate: (1) are program noncompliers more likely to have missing data than program compliers, or (2) are program noncompliers just as likely to have missing data as compliers? How then can researchers obtain the most essential data available from teachers (or even schools) who may be resistant to programming, data collection, or both? Archival records such as attendance sheets, lesson plans, report cards, and classroom observations are important in order to obtain as much complete data as possible. The drawback with working with these types of archival data are that they usually are not standardized and likely are influenced by the perceptions and biases of the staff recording the information. Implementation data are particularly difficult to assess as implementation processes vary considerably. Different schools implement programs at different rates and in different ways. Future research could compare the use of various forms of archival data with that of more standardized assessments in order to identify best practices for collecting data related to implementation and related outcomes.

Another area ripe for investigation is the assessment of coaching quality and style. Although this study employed coaches' ratings of teacher implementation quality, it did not employ systematic assessments of the quality or style of each coach or the potential biases of their observational ratings, which are not unlikely, given they are invested in the positive outcomes of their efforts and have frequent personal interactions with the teachers they rated. Even though coaches received extensive training and were monitored closely, assessing their implementation of the coaching protocol and the objectiveness of their observational assessments is important for future research. The quality of coaching that a teacher receives could affect that teacher's attitudes and approaches to implementation. Similarly, the biases in the coach's observations could influence how the teacher is categorized with regard to implementation quality. Although an investigation of these phenomena was beyond the scope of the current project, it would be a valuable contribution to future implementation research.

Examining teacher learning outcomes achieved during training and coaching sessions also may be important for determining the key ingredients to effective interventions. It is likely that the quality of teacher trainings as well as the differential effect of the same training on individual teacher learning would influence student outcomes. Thus, future research and practice should include some measure of what skills and knowledge teachers gleaned from training and coaching.

The role of teachers' social and emotional competencies in the successful delivery of SEL lessons also was not studied, but offers another area for future investigation. It is likely that these competencies are associated with multiple facets of program implementation, including attitudes and delivery (Brackett et al., 2009; Durlak & DuPre, 2008). For example, once specific competencies are identified to be associated with high-quality implementation, the teaching of such competencies could be integrated into teacher training. Such competencies also may serve as moderators of implementation quality on

student outcomes, or as mediators such that an SEL program may shift the skill set of teachers, making them more effective in the classroom.

Finally, this study focused exclusively on participants assigned to the program group in the RCT; we did not include participants from the control group. Ideally, implementation is analyzed systematically in both program and control groups. For this particular program, the inclusion of a control group would facilitate the building of an evidence base for establishing the effectiveness of the RULER intervention. In general, the inclusion of a control group would allow for a more advanced understanding of the true effect of SEL training and its implementation on student outcomes (see Cordray, 2000). One way to account for this variation is to create implementation measures that capture the essential elements of both SEL programs and related, standard teaching practices, to administer them to both conditions, and then to use these data as potential moderating variables in analyses (O'Donnell & Lynch, 2008). This approach, however, would require careful monitoring of both the program and control conditions, which is an added research cost.

Conclusion

Teachers play an important role in SEL programming, as they are the intermediaries between students and the program. The adoption of SEL programs can be met with either enthusiasm or resistance among teachers. The components of SEL programming framework used in this study, which was composed of training, dosage, and implementation quality (attitudes and delivery), proved useful in evaluating the success of RULER, one of many promising SEL programs. Our findings suggest that mere delivery of SEL lessons is not sufficient for cultivating benefits for students. Lessons must be taught frequently and delivered with quality. Further research is warranted on the many facets of program implementation and their associations with the effectiveness of SEL programs.

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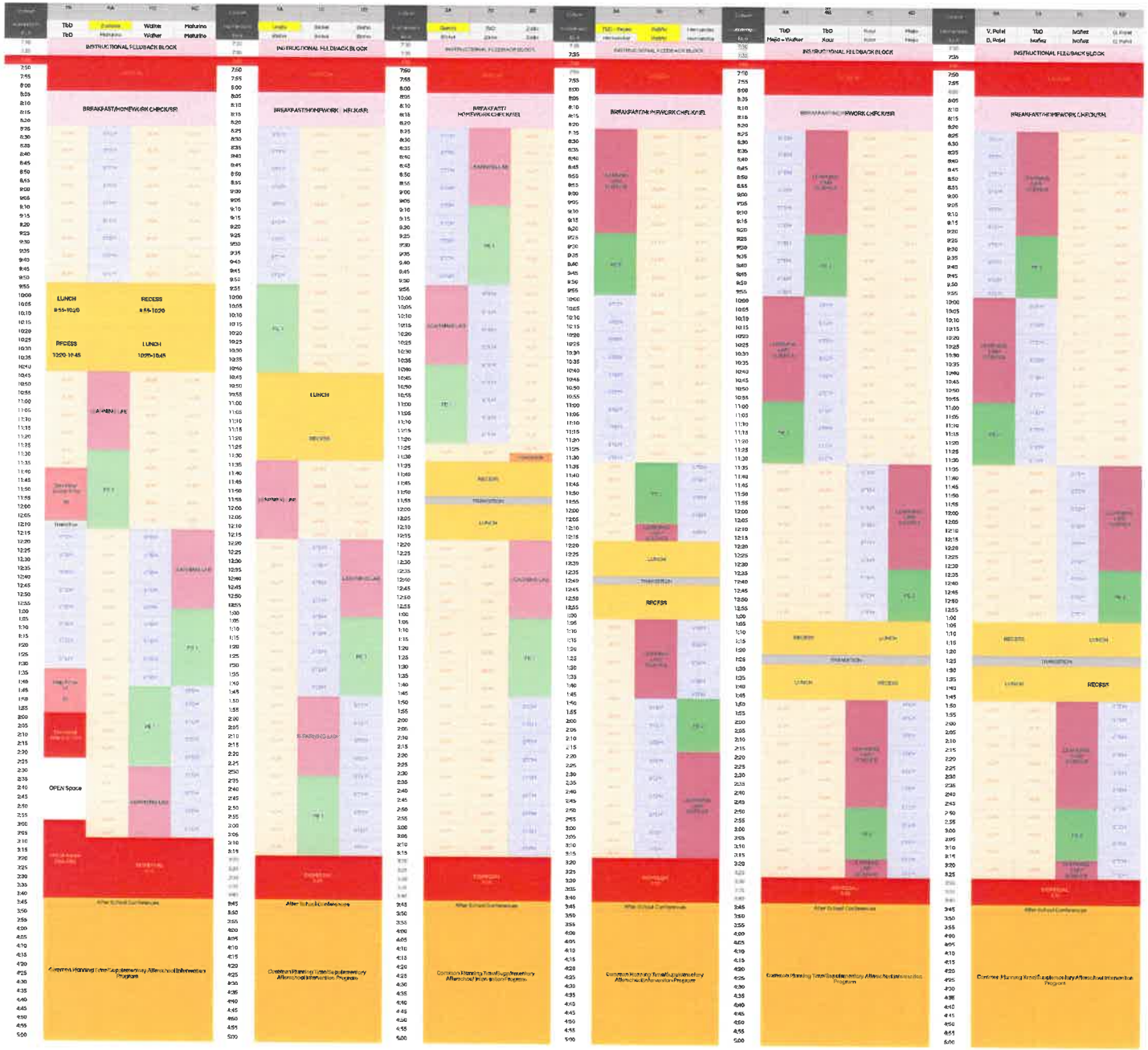
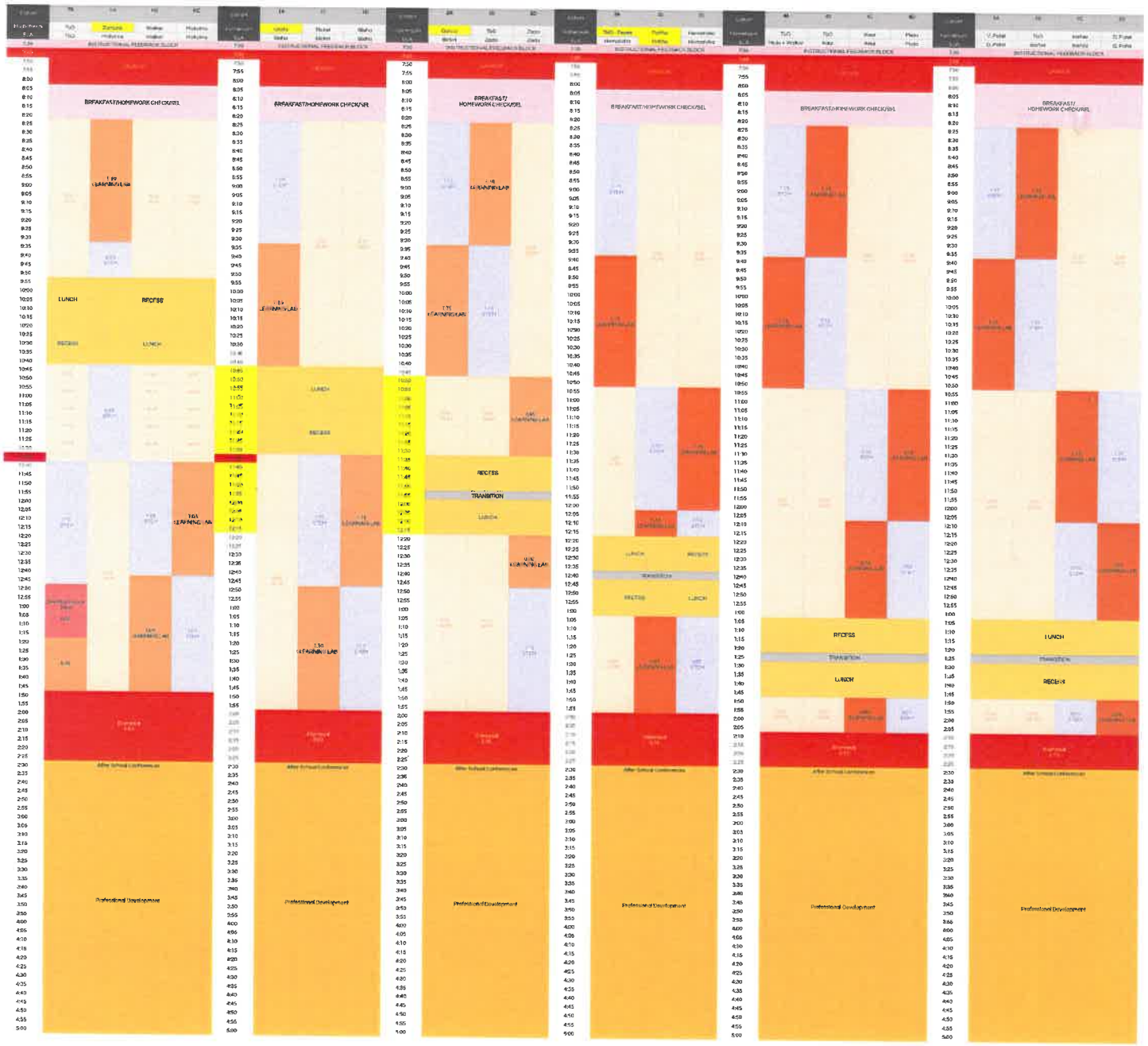
RMS 19-20: Bell Schedule [External]

Regular Day



RMS 19-20: Bell Schedule [External]

Minimum Day



RMS Designated ELD Schedule			
Teacher	**Grade**	**AM Cohort**	**PM Cohort**
Serrano	TK	8:30-8:50AM	Self Contained
Maturino	K	8:30-8:50AM	1:15-1:35
Walker	K	11:40-12:00	No PM Cohort
De La Cruz	1	11:45-12:05pm	2:15 - 2:35
Brandon	1	10:50-11:10	1:00-1:20
Hanna	2	9:30-9:50	1:30-1:50
Blaha	3	10:20-10:40	2:15-2:35
Hernandez	3	9:40 AM-10:00	Only AM Cohort
Kaur	4	10:35-10:55am	2:35-2:55pm
Meija	4	10:35 - 10:55	2:35 - 2:55
Ivañez	5	9:25-9:45am	1:30-1:50pm
Patel	5	2:05 - 2:25	10:05 - 10:25

Child Find Policy
Region(s): ALL

This policy applies to all Rocketship Public Schools schools in all regions.. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Public Schools provides a free, appropriate public education to students with disabilities according to state and federal mandates. To be eligible for special education services, the child must be of school age, need specially designed instruction, and meet eligibility criteria for one or more of the following disabilities as set forth in the Individuals with Disabilities Education Improvement Act (the federal law which outlines legal responsibilities related to special education):

- Autistic-like Behaviors
- Blindness/Visual Impairment
- Deaf Blindness
- Deafness/Hearing Impairment
- Emotional Disturbance
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Physical Disability
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific "Child Find" form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

If you have a concern regarding your child's academic or social functioning, contact his or her classroom teacher, or a school leader at your school site.

Revised 6/1/17

This policy is adopted in compliance with the following resolutions:

- Rocketship Public Schools Board Resolution 8-14-13-6(c)(i) adopted on August 14, 2013.
- Rocketship Public Schools Wisconsin Board Resolution number "6-11-13 D7" adopted on June 11, 2013.

ROCKETSHIP
PUBLIC SCHOOLS

Integrated Special Education (ISE) Playbook 19-20

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Vision of Excellence

As public schools, Rocketship serves all students. We know that students have a variety of strengths and needs. We craft supports for students with a range of learning, behavioral and social-emotional needs for every Rocketeer in our schools. At Rocketship, every team member takes ownership and responsibility for the learning and success of every Rocketeer.

We also know that all students deserve access to high quality, rigorous academic programs in the most inclusive environment possible. To that end, we expect students in Integrated Special Education (ISE) to meet or exceed our rigorous standards of academic growth. We approach educational programming for students with unique learning and/or behavioral needs with an end goal of meaningful inclusion, to participate fully with their peers in general education for the majority of the day. This allows all students to further their growth academically, socially and behaviorally.

In order for meaningful inclusion to reach its full potential, it takes all team members to implement best practices, evaluate our programs throughout the year and adapt to student needs as they evolve. For all students to reach our rigorous academic goals we utilize co-teaching, differentiation via Universal Design for Learning (UDL), positive behavioral supports and intentional data collection of grade-level content and IEP goals.

The ISE Team of teachers and paraprofessionals drives the high bar of student achievement and development through case management, instruction, and collaboration with their school team. Our goal is for every scholar to grow 1.5 years in Reading & Math that is reflected in their progress monitoring and IEP goals. The ISE Team thoughtfully plans IEPs and daily instruction to align with their individual skill gaps and designed to remediate all skills gaps. In order for students of all needs to maximize their achievement, every team member is well versed in the needs, supports and consistently implements academic, behavioral and social-emotional supports in every class. It is as a collective we can close the skill gaps our students have in a way that allows true access to their education. Our ISE Teams plan for small group instruction and co-plan with content teachers in order to build their capacity to make academic content and instruction in the general education classroom accessible to all students.

While instruction and student achievement are our most important initiatives, maintaining compliant programs on schools sites is a necessary priority. This requires consistent oversight and professional development. The ISE Network (NeST) team, in collaboration with school leaders, support case managers in ensuring that all IEPs are purposeful, compliant, high-quality plans that result in meaningful educational benefit and grade level access for Rocketeers with unique learning and/or behavioral needs.

We also believe that all students arrive at our schools with a desire to thrive, both academically and behaviorally. Some students, however, lack the behavioral and/or social-emotional skills required to be successful in our classrooms. We assume the collective responsibility for identifying those skill gaps, providing targeted instruction and partnering with families in order to ensure these students' achievement.

We believe strongly that for our students to achieve to their full potential, our team must be provided strong and personalized professional development. We know that all the same principles of individualized learning apply to how we develop staff, and we strive to ensure staff has professional development that targets their skill level and pushes all teachers to achieve at high levels because we know that our teachers are the key to providing our students with a world-class education.

Key Levers

Collaborative and Evidence-Based Instruction

Our site-based integrated special education (ISE) staff engage in several critical actions to execute the vision outlined above. First, staff members, NeST, and school staff are well-versed in **evidence-based best practices** for supporting the academic, behavioral, and social-emotional needs of their students, and they apply these practices in their planning and direct services with our Rocketeers. Furthermore, ISE Specialists use **data-based decision-making processes** and **evidence-based Tier II and Tier II interventions** in order to create intensive, individualized support plans for the students they work with to improve outcomes for *all* students.

Our site-based special education staff also engage in regular **collaboration, consultation, and targeted small group instruction** with their grade level teams in order to build the capacity of classroom teachers and school leaders to support all Rocketeers in the classroom. ISE Specialists support in the **development of resources** that allow all students to benefit from Rocketship's educational program.

ISE specialists **collaborate with and engage the families** of the students on their caseloads, knowing that families are the key to unleashing a child's potential as the expert on their child's needs and the biggest advocate in their corner. They work closely with families by reviewing student needs and progress and partnering in developing stronger awareness and advocacy skills so that they are able to continue to support their learners throughout their educational careers.

Compliant Practices

Our ISE specials work alongside the multi-disciplinary team that includes our Related Service provides, school leaders, general education teachers, and families to create **meaningful IEP goals** which are appropriately ambitious and aligned to student deficits. Progress towards these goals is collected and analyzed on a continual basis and modifications are made accordingly. ISE Specialists support their students both through their direct instruction, but also through ensuring all team members have the knowledge and resources to both identify necessary accommodations for students in their classrooms and ensure the implementation of these accommodations. Our ISE staff adopt a **function-based approach** to support the needs of students with behavioral needs. They engage in structured, regular, data-based **problem-solving protocols** with all members of the multi-disciplinary team in order to support this population.

Targeted Professional Development

ISE Specialists engage in *weekly, comprehensive* coaching cycles focused on student work and student data analysis to support ISE student achievement and development. ISE NeST staff provides consultative coaching support to school leaders to ensure they are equipped to support and drive ISE student achievement and specialist planning and instructional growth. The purpose of this collaborative work is to support all learners in a classroom, including students without IEPs.

Core Tier I Curriculum

Tier I Academic Instruction in STEM

Core Lesson

The Core Lesson is the portion of the math instructional block where new skills are taught. This component should be infused with checks for understanding and often culminates in a formal measure of mastery, in the form of an exit ticket. Teachers will follow a network-designed scope & sequence map for this block, in order to ensure all necessary grade-level skills are taught by the end of the year. The Core Lesson can take one of three formats based on the content of the standard, the scope of the objective and the location of the lesson within the unit. Every objective in a Unit Plan is tagged with one of the following three formats:

- Direct Instruction - The direction instruction format allows teachers to explicitly model new skills and have students practice through a gradual release of responsibility.
- Explore - The explore format has students investigate a short problem using their background knowledge and problem-solving skills. This is then followed by a group discussion of "noticings" students made during their exploration, which the teacher explicitly stamps as the key understanding for the day. Students then practice applying this understanding in different scenarios, working toward independence.
- Task - Mathematical tasks ask students to solve a complex problem or series of problems by using their prior content knowledge coupled with information given at the start of the task. They allow students to practice integrating knowledge and skills across multiple objectives and/or standards - a key component of college and career readiness. Tasks also push students to transfer their learning to new and authentic situations, and present realistic conditions and constraints for students to navigate.

Number Stories

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

Math Meeting and Math Board

Math Meeting is a daily 15 minute routine in the TK, K and 1st grade classroom, where students practice routinized skills (e.g. counting), explore the calendar for math patterns, and spiral review previously taught content. At the beginning of the year, math meeting is a group exercise on the rug, while students become more independent as they become more familiar with the routine and build more independent reading and writing skills. Many 1st grade classrooms transition to math board in the late fall as students are able to read more independently.

During Math Board Review, students practice a variety of skills they have already learned. Spiral review keeps skills fresh in the minds of students, and can also be used to pre-teach "small" skills that can be mastered quickly (i.e. fraction vocab words). Math Board is essentially a review worksheet with a variety of problems aligned to previous objectives/skills. Execution/review of answers can be a combination of teacher-led and student-led. For maximum effectiveness, math board can be differentiated to reach students at different levels.

Flexible Grouping

The Core Lesson alone does not take up the entire allotted block of time but is coupled and sometimes interwoven with a Flexible Grouping component. "Flexible Grouping" has three primary goals:

- To advance personalized learning in the form of the purposeful usage of Online Learning Programs (OLPs).
- To allow teachers to respond to formative and summative assessment data, and to pull groups of varying size to give students the "just right" instruction for them at that time, whether re-teaching, intervention or extension.
- To create a space for students to engage in "centers" - learning activities focused on deepening understanding of skills they've recently learned, aided by the frequent use of manipulatives.

Tier I Academic Instruction in Humanities

Close Reading

During Close Reading in grades 2–5, we read a short grade-level text together as a class. Collectively, the class works through the meaning of the text by engaging in a rich discussion of what the text is about, and what moves the author made to convey his idea. This should feel like a college English Lit seminar! By analyzing and studying a text together, we show Rocketeers how to authentically apply habits of great readers, so they are able to independently tackle any text they encounter. Then, Rocketeers deepen their understanding by writing about the text and using their understanding of the meaning to answer text-dependent questions.

Phonics Instruction

Phonics is the foundational block in building skilled, fluent readers. Rocketeers receive explicit phonics instruction in phonemic awareness, letter-sound correspondence, word-level blending and segmenting, comprehension and fluency. Rocketeers practice reading with accuracy, fluency, and comprehension in the context of decodable books.

Guided Reading

Guided reading is our highest leverage instructional lever in Humanities. We read with Rocketeers in small groups, using books that are at their instructional level (books that are typically 1 level harder than what they can read independently). We target our instruction to fit the specific learning needs of the group and coach students to give them the tools to ultimately tackle books at this level on their own. As a result, they are able to rapidly ascend reading levels and gain confidence as a reader and thinker.

Thematic Units

Read Aloud: We build Rocketeers' critical thinking skills and passion for literature by reading engaging books aloud to Rocketeers. These books are rich, challenging, and typically more sophisticated than what Rocketeers can currently read on their own. As we read to students, we authentically and seamlessly model habits of strong readers - reading with fluency, expression, and joy with minimal interruption. Through powerful discussions, we guide Rocketeers to think critically about the text and share connections and reactions. Our goal is for Rocketeers to apply these same critical thinking skills and reading habits to understand and connect to books they read independently.

Independent Reading: At the heart of our literacy model is sacred independent reading time—a time when Rocketeers get lost in books they love. We use texts to directly teach and model the habits of great readers. Then,

we send Rocketeers off to independently read their carefully chosen Just Right books and apply these reading tactics. We get to know our Rocketeers as readers and coach them to become better during this focused time. Rocketeers discuss their books with partners and as a whole class to think critically about texts and share in the joy of reading.

Tier I Social, Emotional, and Behavioral Supports

Classroom Management Assessment and Coaching

Using the Classroom Management Assessment Tool (or other tool named by the school) a School Leader or Mental Health Provider conducts classroom observations and provides teacher coaching around classroom systems and response to behaviors.

Socio-Emotional Learning (SEL) Support

Using "The Shortest Distance" or Kimochis/Ruler curricula teachers implement daily SEL lessons.
This could be supported by a team member (SL or MHP), who may teach the first lesson or two, co-teach the following few lessons with the teacher, and observe the teacher in presenting the final lessons with opportunities for feedback.

Professional Development

If multiple teachers are presenting with similar challenges or growth areas, MHP can provide additional Professional Development workshops around Trauma-Informed strategies, behavior planning, supporting students with attention challenges, and other relevant topics.

TLAC (Teach Like a Champion)

Teach Like a Champion is RSP's core behavior management approach. All staff leverage TLAC skills daily in all settings. This provides a common language and understand amongst the staff.

PBIS (Positive Behavior Intervention and Supports)

The Positive Behavior Intervention and Supports (PBIS) team is made up of representatives from each GL, and team, as well as a SL representative and MHP. This PBIS Team supports the creation of a Tier 1 culture on their campus. They are guided by their PBIS Handbook.

Evidence-Based Tier II and III Interventions

Humanities Interventions

Leveled Literacy Intervention

Rocketship Public Schools uses Fountas and Pinnell's Leveled Literacy Intervention (LLI) for all Tier II reading intervention services both for students with and without special education services. LLI is an evidence-based curriculum that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching using a balanced literacy approach.

Phonics for Reading

This Tier III phonics curriculum teaches phonics skills and their application to W/H questions to upper-grade students through scripted lessons. It is broken into 3 Levels that start at short vowel words and build to uncommon vowel combinations and prefixes and suffixes. Lessons contain practice with sounds, words, and phonics applied to sentence and passage comprehension (including W/H questions in Level 2 & Level 3)

Early Interventions in Reading

SRA Early Interventions in Reading helps you identify struggling readers in Kindergarten and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands—phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

Reading Mastery and Corrective Reading

Reading Mastery Signature Edition uses the highly explicit, systematic approach of Direct Instruction to accelerate reading and help students achieve a high rate of success. When both components (reading and language) are taught in unison students learn early literacy skills (phonemic awareness, alphabetic principals, etc) and decoding skills as well as the oral language skills necessary to understand what is said, written, and read in the classroom in aligned lessons that are clearly scripted and spiral skills with prompts and supports that fade as students progress.

Visualizing and Verbalizing

This Tier III comprehension curriculum comes from the Linda-Moodbell suite and is designed to build reading comprehension skills of students on the Autism spectrum or who are hyperlexic. It teaches students to fit smaller details and facts into the larger arc of the story by developing concept imagery—the ability to create an imagined gestalt (an organized whole) from language—as a basis for comprehension and higher order thinking.

Math Interventions

V-Math

Rocketship Public Schools uses V-Mah for all Tier II math intervention services both for students with and without special education services. Specifically designed to reinforce grade-level expectations, Vmath delivers direct, focused intervention for struggling students in grades 2–5. Through a balanced, systematic approach Vmath creates successful learning experiences for students and develops confident, independent learners of mathematics.

Whole Number Foundations

Whole Number Foundations is designed to accelerate the mathematics achievement of kindergarten and 1st grade students who are at risk for mathematics difficulties by focusing primarily on early number sense, numbers and operations, and vocabulary. The primary aim of WNF-K is mastery of number concepts and skills through the number 20. Topics in WNF-1 for 1st grade include place value and base ten concepts with numbers to 120, number properties, number combinations, addition and subtraction of 2-digit numbers without renaming, and word problem solving.

Connecting Math Concepts

Connecting Math Concepts introduces ideas gradually and teaches students the connections between concepts. Focusing on the big ideas of mathematics, Connecting Math Concepts teaches explicit strategies that enable students to master difficult ideas. Detailed explanations and guided practice move students toward independent work, ensuring that they gain success and confidence as mathematical thinkers.

TouchMath Primary

"TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. Unit selection should be aligned to current Tier I Unit, Tier II Small Group Instruction, or specific IEP goals.
Upper-grade Touchmath is for students in 3rd-5th grade and addresses high-level content skills using a multisensory approach. The teacher should select a Unit in the targeted skill area, and complete all Modules of that Unit in order to include all progress monitoring assessments.

TouchMath Intermediate

TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. Unit selection should be aligned to current Tier I Unit, Tier II Small Group Instruction, or specific IEP goals. These units will target specific skills within the K-2 Curriculum. Students should start with Unit 1 and Unit 2 to learn the foundation of TouchMath principals before moving on to other computation skills. Data, Geometry, and Measurement can serve as stand-alone units.

Social Emotional Behavioral Tier II Interventions

Social Skills Groups

MHP (Mental Health Provides) works with 2-5 children on targeted social-emotional skills (i.e. self-regulation, cooperative play) using either a combination of resources and activities or a structured curriculum (i.e. Zones of Regulation, SuperFlex, Second Step, etc.)

Guided Peer Mentorship

The team identifies a same-age or older peer that has leadership potential and is strong in the skill area(s) in which the student needs support. A member of the team pulls the student and peer mentor for structured skill-building sessions and finds opportunities for ongoing collaboration between the two.

Lunch Bunches

The team identifies 2-4 students who need to build relationship and rapport with a particular staff member or members. These staff members then pull the group of students for a lunch bunch (frequency determined by the team). The lunch bunch should be purely relationship building (not punishment based).

Supported School Leadership

If a student demonstrates skills or interest around leadership roles, the team can design a job or role to highlight the student's strengths and increase feelings of self-efficacy, self-esteem, etc. One or more members of the team can support classroom staff in setting up and implementing the new role/job.

Check-in Check-out

The Student Support Plan team identifies 1-2 goals for the student to focus on and builds a daily point sheet. One or more members of the team schedule daily 5 minute check-ins (morning) and check-outs (afternoon) with the student to set daily goals, encourage a growth mindset, and reflect on progress.

Social Emotional Behavioral Tier III Interventions

Behavior Coaching

The MHP, ISE Specialist, or Paraprofessional may provide coaching in the classroom to both an identified student and his/her teacher around using replacement behaviors, utilizing coping skills, and working with an incentive system.

Behavior Contract Support

The team can create a behavior contract (or a no-fail contract) for a student. Coach and MHP support the classroom teachers in implementing that contract. The team members also coordinate rewards or other components of the contract.

Internal Working Model

To support students who have internalized negative self-messages due to past trauma or other factors, the team may use the Internal Working Model worksheet to develop an IWM and Disconfirming Stance hypothesis. The team can then generate a list of interventions that reflect the Disconfirming Stance.

Behavior Intervention Mapping

If a student is escalating often at school and experiencing frequent behavioral crisis, the team can create a BIM for the student. The MHP may offer coaching for the teacher on how to implement pieces of the BIM in the classroom.

Student-Teacher Relationship Coaching or Family Engagement Coaching

When a student is struggling in his or her relationship with one of their primary teachers, the MHP can schedule structured sessions with student and teacher to build or repair the relationship. Additionally, MHP coaches staff around how to communicate with families who are upset and escalated.

Individual Therapy

A MHP can provide individual therapy services, typically two 30 minute sessions per week, to a small caseload of students

Family Therapy

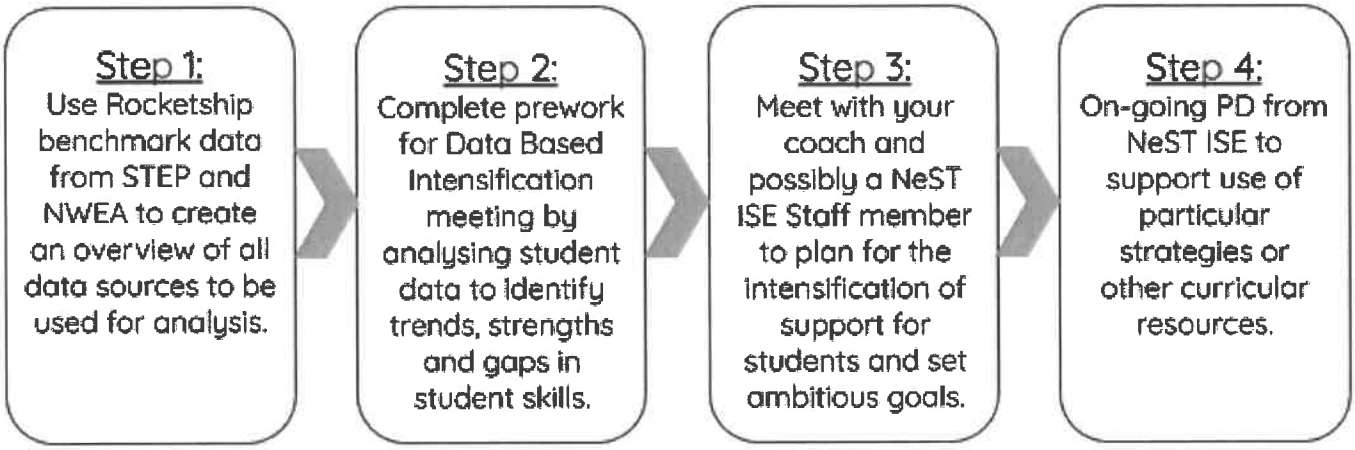
MHP can provide weekly or biweekly family therapy services, typically 60 minutes in length, to a small caseload. These services may be provided just with caregivers (collateral), with caregivers and children (whole family), and/or with the primary caregiver and identified child patient (dyadic).

Data-Driven Instruction

Data-Based Intensification-DBI

We believe the fundamental role of our integrated special education (ISE) staff is to first enable the Rocketeers on their caseloads to obtain full achievement in reading, math, social, and behavioral skills necessary to participate fully in and benefit from their general education programs. In order to drive such achievement, intensive, specialized academic instruction for students with disabilities is thoughtfully planned to align to their individual skill deficits and designed to remediate all skills gaps.

In an effort to align our practice for data day with our 19-20 Vision for ISE we have increased the structure and support around how to respond to student data to increase academic achievement. The structures for how teachers, school leaders, and the ISE NeST staff will collaborate to accomplish this will follow phases:



Progress Monitoring

At Rocketship, we use data to drive personalized learning for all students. This holds true of how we implement Special Education services, as regular progress monitoring is a cornerstone of our programming. ISE Specialists are to create systems to regularly monitor student progress both formally and informally in the following ways:

- IEP Goal Progress Monitoring: ISE Specialists are responsible for ensuring that a child's team or teachers (ISE, GE, paraprofessionals) are monitoring progress on all IEP goals at the frequency designated either in the IEP or by your regional team (whichever is more frequent)
- Collecting Daily and Weekly Informal or Anecdotal Data: ISE Specialists should be regularly noting the performance of their students during instruction in order to provide targeted instruction so students are making strong and meaningful gains.
- Provide Rocketship Tier I Assessments with Accomodations: ISE Specialists are responsible for ensure that their students (unless on the state alternative assessment) complete all core Tier I assessments (STEP testing, unit assessments, NWEA, etc) with their legally required testing accommodations. This data should be analyzed as a team with ISE and GE teachers to ensure all instruction is targeted so that students are mastering grade-level skills and progressing overall.

Non-negotiables for progress monitoring
We must assess all IEP goals on a regular basis **&** **We must** collect student work samples and progress monitoring on all co-taught blocks and small group lessons (Tier II & III intervention) **but** **We may** use any overlapping assessments so we don't assess students on a skill multiple times.

Humanities Data Collection

	Component	Progress Monitoring Data Collection Expectation
Non-negotiable	**Guided Reading Co-Teaching with LLI**	Bi-weekly or weekly progress monitoring of all missed benchmarks using STEP progress monitoring assessments
	Grade Level Accommodations	Collect student work samples that demonstrate their use of accommodations during classroom instruction.
HIGH priority	**K-2: Phonics Collaboration and/or co-teaching**	Tier I weekly phonics spelling assessment or weekly phonics progress monitoring assessment (aligned to STEP) or
	3-5: Close Reading Collaboration and/or co-teaching	Close Reading meaning statements and anecdotal notes around coaching and discussion
	Tier III Instruction/SAI Groups	Tier III curriculum progress monitoring assessments
	Deeper Grade Level Thematic Unit Collaboration	Student writing work samples or teacher independent reading anecdotal notes

STEM Data Collection

	Component	Progress Monitoring Data Collection Expectation
Non-negotiable	**Tier II Math Small Group Instruction**	Daily exit ticket data and Unit pre- and post-tests
	Grade Level Math Unit Accommodations	Grade-level exit ticket or quiz data and Unit Assessment data
HIGH priority	**Co-Teaching Number Stories**	Number Story work sample and anecdotal notes on the level of prompting to complete
	Customized Small Group Math Units	Daily exit ticket data and Unit pre- and post-tests
	Deeper Grade Level Math Unit Collaboration	Grade-level exit ticket or quiz data and Unit Assessment data

IEP Goal Progress Monitoring

Measure Progress on all IEP goals at the frequency designated either in the IEP or by your regional team (whichever is more frequent)

What Rocketship assessments can I use?	
STEP	STEP assessments will give you a wide range of skills such as: • Letter names and sounds • Phonetic spelling • Reading Fluency • Reading Comprehension
Close Reading Mastery Text	Students complete a meaning statement with minimal coaching or prompting in their HUM classroom (grades 2-5) that can be collected as a work sample
Foundational Skills Assessment	Students are given a regular progress monitoring assessment by their HUM teacher on either letter names & sounds or sight word lists
STEM Assessments	Students are given regular Unit assessments that align with grade-level standards. You can use question level data if it directly aligns with an IEP goal
SANDI	This assessment flags IEP goals which can be tracked three times per year.

Where can I find other assessments?	
math-aids	This website contains worksheet generators that allow you to specify particular skill level, problem type, or number of questions.
Goalbook	Goalbook has tons of assessment questions and resources sorted by standard.within the Pathways portion of the website.
readinga-z.com	Reading A-Z has a wide range of assessments that includes leveled reading accuracy/rate, phonics or phonemic awareness, and more
Math-CBMs	Math CBM's are a standardized way to quickly assess a range of math skills in all domains. They can be used weekly to gauge progress over time and intervention effectiveness. Review Math CBM Cheatsheet and sample tracker here.

Tier II & Tier III Curriculum Progress Monitoring

Measure Progress on any used Tier II and Tier II Intervention using curriculum prescribed measures

What to give, and when?	
Reading Mastery	Students are given the curriculum-based assessment (in teacher scripts) approx. every 5-10 lessons.
Corrective Reading	Students are given the curriculum-based assessment (in teacher scripts) approx. every 5-10 lessons.
Phonics for Reading	Teachers complete the Work Check and Checking Up within lessons, and can repeat the placement test at the end of a unit to measure progress. Fluency tests can be given with each lesson.
Connecting Math	Students are given an assessment every 10 lessons.
TouchMath-Primary	Students are given daily exit tickets (in student work pages) and bi-weekly CBM assessments.
TouchMath-Intermediate	Units contain both a pretest and posttest, and can be recorded on the Progress Monitoring Record
ELSB	Unit Assessments should be conducted as a Pre-Test and Post-Test for each level.
Building With Stories/ ULS	Administer Repeated Trial & Task Analysis Assessments for target skills. See SIP Assessment guide & folder.

Co-teaching and Collaboration

Humanities Co-Teaching and Collaboration Priorities

Humanities Block Component ISE Prioritization Overview			
	Component	**Expectation**	**Rationale for Prioritization**
Non-negotiable Core components of ISE co-teaching and collaboration	**Guided Reading Co-Teaching with LLI**	All ISE specialists should create data-based guided reading groups with their grade-level teachers, and use LLI for any groups with students performing below grade-level.	Guided reading is the highest leverage time for co-teaching because small group instruction is built into the block. This is a non-negotiable co-teaching time for ISE specialists and our ISE specialists should be using evidence-based interventions.
	Grade Level Accommodations	ISE specialists will provide general education teachers with the information and resources to include all legally required accommodations for students on their caseload.	With many components, including phonics, close reading, and Thematic Unit instruction should include classroom accommodations that students require, and it is the ISE specialists responsibility to ensure GE have what they need to implement these accommodations.
HIGH priority co-teaching & collaboration	**K-2: Phonics Collaboration and/or co-teaching**	Collaborate with GE teachers to ensure ISE students have accessible instruction (modified tasks or extra tasks, different modalities, classroom accommodations) and possibly co-teaching during phonics so groups can be differentiated using Tier I or Tier III curriculum.	Phonics instruction is an integral part of building skill in our youngest readers. Co-teaching and collaborating for phonics will increase the accessibility of the instruction, and thus overall growth will be stronger for all students.
	3-5: Close Reading Collaboration and/or co-teaching	ISE specialists can meet with general education teachers and collaborate around close reading to ensure all student needs are being met. This could include providing modified tasks, co-teaching to provide small group coaching and support, or collaborating on scaffolds and supports for all struggling readers.	Close Reading is how we ensure our upper-elementary students have the skills to read and understand grade-level texts. Students who are not yet reading on grade-level will require support to access the text (read-aloud etc), coaching to comprehend the text, and scaffolds and supports to produce written responses.
	Tier III Instruction/SAI Groups	ISE specialists should utilize the appropriate Tier III curriculum to meet the needs of the students on their caseload, and include additional general-education students in these groups as space and time allows	Tier III instruction is a core component of the ISE specialists instructional day and a key way to move students with specific instructional gaps.
	Deeper Grade Level Thematic Unit Collaboration	ISE specialists will lead their teams in determining which students have specific needs as a part of Thematic Unit planning, and determine what supports and resources will be utilized to meet those needs.	ISE specialists should serve as the expert on their teams to ensure that all content is accessible, especially to students who are furthest behind.

If your schedule allows prioritize based on student's IEP goals and needs	**Guided Reading Centers**	Ensure that students have centers work that targets student IEP goals and/or specific STEP holdbacks. Provide additional work our resources to scaffold Tier I Centers in the GE classroom.	ISE specialists should serve as the expert on their teams to ensure that all content is accessible, especially to students who are furthest behind.
	Differentiated Homework	Ensure that students have homework that targets student IEP goals and/or specific STEP holdbacks. Partner with parents to ensure they have the tools they need to build their Rocketeer's skills in alignment with their school work.	
	Language Board Collaboration	Ensure that students have high-quality and accessible language board either through providing modified tasks or changes to the TIer I work to increase accessibility.	
Secondary Priority Whole group lesson (lowest impact time for co-teaching)	**Read Aloud Co-Teaching**	With additional time in an ISE specialists teaching schedule, ISE specialists can team-teach or alternative teach the read aloud and co-plan these lessons.	As a Tier I whole-group lesson, this is a secondary priority for co-teaching.

STEM Co-Teaching and Collaboration Priorities

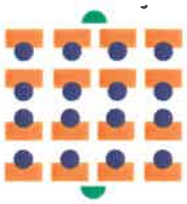
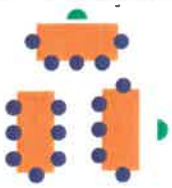
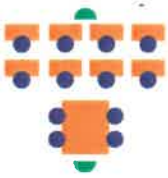
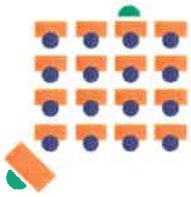
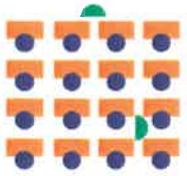
STEM Block Component ISE Prioritization Overview			
	Component	**Expectation**	**Rationale for Prioritization**
Non-negotiables Core components of ISE co-teaching and collaboration	**Tier II Math Small Group Instruction**	All ISE specialists should create data-based math small groups with their grade-level teachers, and use a Tier II Math Intervention to provide instruction (Whole Number Foundations or V-Math)	ISE Specialists need to provide targeted instruction for the students on their caseload that remediates content gaps for students in alignment with their IEP goals. ISE specialists should be using evidenced-based interventions that target student need.
	Grade Level Math Unit Accommodations	ISE specialists will provide general education teachers with the information and resources to include all legally required accommodations for students on their caseload.	All Tier I STEM instruction should include classroom accommodations that students require, and it is the ISE specialists responsibility to ensure GE have what they need to implement these accommodations.
HIGH priority co-teaching & collaboration	**Co-Teaching Number Stories**	Collaborate with GE teachers to ensure ISE students have accessible instruction (modified tasks or extra tasks, different modalities, classroom accommodations) and co-teach during Number Stories Block to provide either modified Number Story, small group support during student work time, or additional foundational Counting Routine.	The most common area of difficulty for Rocketeers with disabilities with Math instruction is their ability to apply the computation skills the know to word problems. Given the large impact that improved Number Story skills have on a Rocketeer's overall math performance, this should be considered as the highest priority time for co-teaching.
	Customized Small Group Math Units	Using a combination or Tier II Lessons, RSED Tier I Lessons from previous grades or Engage NY to build customized Math SAI Unit Plans to meet the needs of a small group of students	While we know that SE Specialists need to provide targeted instruction for the students on their caseload, we also know that our most experienced teachers can use the math data we have on our students to create customized units that more closely align with Rocketeers' unique math needs.
	Deeper Grade Level Math Unit Collaboration	ISE specialists will lead their teams in determining which students have specific needs as a part of Unit planning, and determine what supports and resources will be utilized to meet those needs through regular on-going collaboration	ISE specialists should serve as the expert on their teams to ensure that all content is accessible, especially to students who are furthest behind.

If your schedule allows prioritize based on student's IEP goals and needs	**Exit Ticket and Flex-Day Collaboration**	ISE specialists will collaborate with their grade-level STEM teachers and determine the highest leverage small group lessons for flex-days in response to exit-ticket/quiz data and support planning and material creation	ISE specialists should serve as the expert on their teams to ensure that all content is accessible, especially to students who are furthest behind.
	Math Centers	Ensure that students have centers work that targets student IEP goals and/or specific STEP holdbacks. Provide additional work our resources to scaffold Tier I Centers in the GE classroom.	
	Differentiated Homework	Ensure that students have homework that targets student IEP goals and/or specific Unit aligned holdbacks. Partner with parents to ensure they have the tools they need to build their Rocketeer's skills in alignment with their school work.	
	Math Board Collaboration	Ensure that students have high-quality and accessible math board either through providing modified tasks or changes to the TIer I work to increase accessibility.	
Secondary Priority Whole group lesson (lowest impact time for co-teaching)	**Core Lesson Co-Teaching**	With additional time in an ISE specialists teaching schedule, ISE specialists can team-teach or alternative teach the core lesson and co-plan these lessons.	As a Tier I whole-group lesson, this is a secondary priority for co-teaching.

Co-teaching Models

There are six different approaches to co-teaching. The approaches that a school site decides to use depend on the individual needs of both the staff and the students. School team members should consider these needs when determining which approaches to adopt. **The ISE department highly recommends using the Alternative or Station Teaching methods.**

General Models for Co-Teaching

Model		Description
	**Parallel Teaching**	On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.
	**Station Teaching**	In this co-teaching approach, teachers divide content and students. Each teacher then teachers the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could require that students work independently.
	**Alternative Teaching**	In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
	Team Teaching	In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.
	**One Teach, One Observe**	One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
	**One Teach, One Drift**	In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

Case-Management

The Role of a Case Manager

At Rocketship we believe our students are best served by an ISE Specialist who acts as the Case Manager. The Case Manager knows the Rocketeers well and is able to build a collaborative relationship with their families. Our ISE Specialists serve as the formal case manager for each student on their caseload, working with the entire Multi-disciplinary team to ensure that compliance is maintained and that students have all the appropriate services and support both in and out of their general education classrooms to achieve to their full potential. We believe it is the role of the ISE specialists to not only ensure that all IEP processes are legally compliant, but it is also their role to ensure that each parent has the information and resources to act as an advocate for their child both while at Rocketship and beyond their time with us. By empowering our ISE Specialists to act as case managers, we are maintain smaller caseloads than the surrounding public schools allowing us to maximize our student growth through instruction, build and maintain strong relationships with our families and effectively collaborate with the multidisciplinary team to serve as a catalyst to each child's success.

Responsibilities of a Case Manager

1. Support the caseload through calendaring IEP meetings, collaborating with team members to support every student, ensuring parent communication for IEP meetings and throughout the year
2. Create strong IEPs and conduct initial and annual IEP meetings
3. Collaborate with grade team, related service providers and families for all annual and initial IEP meetings and ensure students have appropriate services
4. Track Specialists Academic Instruction minutes and Behavior Support Minutes for each student on an on-going basis
5. Complete IEP progress reports at the same frequency of school-wide report cards for each student on their caseload

Case Management Support and Development

In the 19.20 School Year School Leaders and the ISE NeST team are taking a collaborative approach to supporting teachers maintain compliance. This support includes:

- A NeST created Case Management Hub (template) for each campus that includes all calendars, checklists and schedules for that campus. This will be maintained by each case manager for the students on their caseload
- School leaders will regularly check-in with each Case Manager to use the Case Management Hub to track task completion and timeliness
- ISE NeST Team will provide initial training for all staff on Case Management Organization and how to maintain the systems and structures established
- ISE NeST Team will complete monthly case management reviews for all ISE teachers

Function-Based Approach to Behavior

Our Beliefs About Behavior

We have 5 key beliefs about behavior that drive how we approach our instruction for students in regards to behavior. These 5 beliefs are...

- **Behavior Communicates a Need**
  We believe that behavior communicates a need. We not only need to teach and modify behavior, but we also need to determine what the need is that the student is trying to communicate as behavior is a form of communication.
- **Behavior is Learned**
  We believe that behavior is learned and that behavior needs to be taught just like we teach academics. Just like we would never expect a student who is unable to currently read to be able to read without being taught, we would not expect a student who is unable to follow the rules of behavior to be able to make appropriate choices without being first taught the necessary behavior.
- **Behavior Can Be Changed Through an Instructional Approach**
  We believe that behavior can be changed through an instructional approach. Related, just as we need to differentiate our instruction to meet students where they are, we need to do the same for student behavior. Our behavior systems--both our approaches to reinforcement and modification--which often work for the vast majority of students need to be differentiated in order to work for a subset of our students. In addition to the codification of best practices below, this document also describes how we need to differentiate our reinforcement and modification approaches in order to effectively support all students to be successful in our schools.
- **Behavior is Predictable**
  We believe that behavior is predictable. Once we determine the need they are trying to communicate we need to help them find a better way to meet their need in a way that is least disruptive to the class.
- **Behavior is Increased through Successive Interactions (Practice)**
  We believe that behavior is increased through successive interactions (practice). We believe that students need prompting in order to learn the new skill/behavior we are trying to teach. We believe that just as we reinforce academic progress and growth we must also reinforce behavior progress and growth. We must communicate what we want students to continue to do in order for a new behavior to be learned. We know and understand that behavior takes time and often gets worse before it gets better but we must remain consistent in fidelity of our plan in order to see overall progress.

Functions-Based Approach

Our beliefs therefore drive our Function-Based Approach to creating individualized behavior intervention plans (BIPs) for students in which behavior is an area of need. Our Mental Health Providers complete Functional Behavior Analysis assessments to create these individualized plans. The MHP works with the IEP Team to complete an individual plan to support the student that is rooted in our core beliefs to behavior.

RSP Approach to Behavior

Read our RSP Approach to Behavior to understand how we support ALL students.

Family Engagement

Each day our families entrust in us the people who matter most -- their Rocketeers. We honor that trust by having open and consistent communication with our families. Our families are truly partners and key stakeholders in the development and growth of their child. We want to ensure that communication is consistent, clear and truly listen to the wants, needs and values of our families. Key elements of our family engagement:

- Home Visits: At the beginning of the year, we join our grade level teams to visit our families and their Rocketeers at home to gain and understanding of their hopes, desires, strengths and areas of support.
- Consistent Communication: A Rocketeer's progress requires collaboration -- consistently communication with families throughout the year. We use formal touch points like IEP Meetings, Family Conferences and SchoolEevents but we move beyond that with communicating on a weekly basis of student successes along with seeking insight for developing student supports.
- Parents as Advocates: Collaborating with our families to be informed and engaged in the process IEP and evaluation process. We want our families to have space and time for their voices to be heard and advocate for the needs of their child at our Rocketship Schools and through a child's educational career.

Often times, the strength of family relationships impacts the academic progress of our Rocketeers. We gain insight on our Rocketeers from the people who love them the most. Our partnerships also allow for us to maximize our support from IEPs. In order for students to achieve the goals we've set out, we need to ensure families are with us every step of the way.

Professional Development

Differentiated Support

In order to best support the different performance levels and expectations of our ISE teachers and paras, we have created differentiated professional development for each category of teacher and para. For our each of our ISE focus areas; instruction, case management and behavior, teachers and paraprofessionals have varied goals and focus areas for their development. Below is a high level progression of the differentiation coaches and ISE NeST will use throughout the year to rapidly develop and strengthen our teachers and paraprofessionals.

Instruction

For our developing teachers, we want them to initially focus on becoming strong at the execution of scripted small group instruction by using LLI. As they develop their instructional capacity and reach Phase III in LLI, they will become an expanding teacher. An expanding teacher should be at Phase III in their LLI implementation and increasing their co-planning and co-teaching efforts with general educators based upon student needs. Finally, a master teacher should be investing deeply in co-planning and co-teaching with general education and providing increasingly differentiated support for students with disabilities.

Case Management

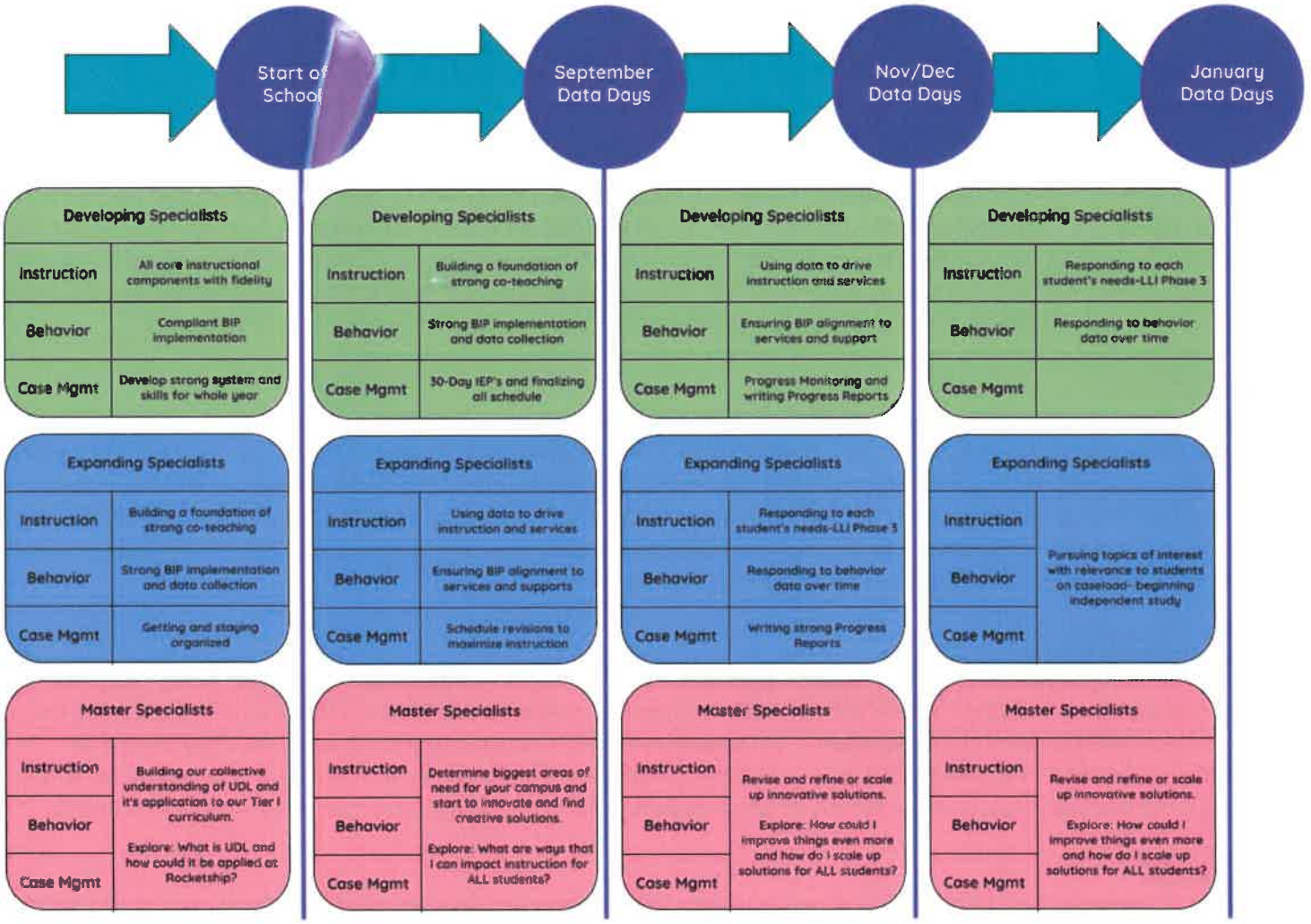
For our developing teachers, a key focus of their summer training is learning how to build a strong foundation for case management (setting up their IEP schedule, service schedule, and IEP files). Their initial focus during the school year will be maintaining excellent compliance systems.. For our expanding teachers, they should be proficient at case management and able to focus on improving the quality of IEP writing and meeting facilitation. For our master teachers, collaboratively problem solving and supporting more complex and nuanced needs.

Behavior

For our developing teachers, the priority in summer PD will be preparing them to implement existing BIPs and small group behavior instruction. When they are able to consistently deliver on existing BIPs they will be considered expanding teachers and will then be focused on improving their design of high-quality BIPs and aligned behavior instruction. We would expect a master teacher to both design and implement high-quality BIPs and behavior instruction in order for students to learn new skills and social/emotional competencies.

Professional Learning Plans

All of our ISE Specialists will work in partnership with School Leaders and Program Specialists to develop individual professional learning plans. These plans will outline a specialists target areas of development for a period of time, with specific and measurable goals aligned to each target. The learning plans are increasingly structured for our Developing Teachers while giving greater independence for our Expanding and Master teachers. Our Emerging and Master teachers also have more opportunity to engage with the Tier I curriculum and ways to differentiate for their specific students.



Development Structures for 19.20

ISE Institute (Three Days the Week of July 15th)

For our new-to-Rocketship Developing teachers, we have introduced a supplemental ISE institute for three days prior to teacher PD (one institute in DC for new DC, TN, and MKE ISE teachers and one institute in CA for new CA teachers). The main intent of the institute (agenda) is to have teachers experience directly working with students at ESY and summer school in order to purposefully practice small group management and instruction.

Annual Professional Development

For both summer and school year professional development, we have developed differentiated tracks across our three domains (Instruction, Case Management, Behavior) for Developing and Expanding Teachers and Paraprofessionals. For our Master teachers they will have increased flexibility to develop their own specific annual personal development plan--including participation in a monthly national PLC comprised of master teachers working on improving the accessibility of our curriculum and supports for all learners.

Credentialing & Support Programs

Finally, we have collaborated with experienced training programs in three regions which have a track record of producing effective ISE teachers. In CA, all ISE teachers without a credential will be participating in LMU's one year special education teacher preparation program. In DC, ISE teachers without a special education license will

be participating in KIPP DC's special education teacher certification program. In MKE, ISE NeST is working on acquiring funding for ISE Specialists to acquire special education licenses in grade levels for which they aren't currently certified to teach.

ISE NeST Support

Beyond the supports mentioned above and supports across the three domains listed below, the focus for ISE regional teams will be moving new teachers and paraprofessionals from Developing to Expanding and Expanding to Master teachers so that 80% of our ISE teachers in the 19-20 SY will deliver at least 1.5 years of growth in reading for their students. Below is a brief outline of how ISE NesT Team will collaborate with school leaders to deliver on that instructional outcome as well as support the other two domains.

Our approach to school support throughout the year:

- Monthly ISE Walkthroughs & meetings with ISE coaches
- School specific and network PD aligned with our focus areas
- Program Specialists support as an extension of school leader coaching

Instruction

School Leader

- Regular observation, feedback, and coaching of ISE teachers and paraprofessionals
- Facilitate cohort placement of students and schedule execution
- Support collaboration structures with Gen Ed

ISE Regional

- Train ISE teachers on curriculum and intervention
- Collaborate with SLs on ISE teacher observation, feedback, and coaching

Case Management

School Leader

- Monitor timely task completion (IEP meetings, service delivery, file maintenance)
    - Keep on track versus fire fighting
- Use Case Management tool to track task completion

ISE Regional

- Train ISE teachers on case management tasks and monitoring tools
- Monthly case management reviews for all ISE teachers

Behavior

School Leader

- Problem-solve with specialist and team students with highest need (quality of plan, implementation)
- Leverage school-wide MTSS systems for behavior in order to minimize disruption of ISE specialist's dedicated instructional time

ISE Regional

- Train ISE teachers on developing quality BIPs and delivering behavior services.
- Problem-solve individual students

Educationally Related Mental Health Services (ERMHS)
Referral, Assessment, and Service Delivery
Department of Integrated Special Education, Rocketship Education (California Schools)

What are ERMHS?

Educationally Related Mental Health Services (ERMHS) are special education related services. Like any other related service, they are provided to students with IEPs who require them in order to access and benefit from their educational programs. Specifically, ERMHS services support students who display mental health and/or social-emotional needs that have a significant and adverse impact on educational performance.

How do I know if a student should be referred to an ERMHS (Social-Emotional) evaluation?

Students can only be referred for an ERMHS evaluation if they already have an IEP (general education students with mental health concerns should be referred to the SST process and/or the general counseling program at the school). The following indicators might suggest to the IEP team that an ERMHS referral is warranted:

- The student is exhibiting maladaptive or atypical behaviors (e.g. self-harm or frequent talk of self-harm, physically aggressive behaviors, etc.) that are negatively impacting educational performance
- A parent or doctor provides information indicating that the student has a mental health disorder
- The student has a significant change in behavior which results in a negative impact on their educational performance

Note that ERMHS services are not tied to any one eligibility, but in almost all cases, students with an eligibility of Emotional Disturbance should have ERMHS services as a component of their IEPs.

How do I refer a student for an ERMHS (Social-Emotional) assessment?

All ERMHS referrals at Rocketship will go through the school's assigned ERMHS provider (Mental Health Provider), who will then loop in the school psychologist. Teachers should not reach out directly to our ERMHS providers to refer a student for an ERMHS assessment. If a case manager suspects a student may require an ERMHS assessment, they should schedule a time to check-in with the Mental Health Provider to discuss the presenting concerns, including:

- Presenting behaviors
- Previously implemented interventions and effectiveness
- Overall academic and/or educational impact of behaviors

If it is determined that an ERMHS assessment is warranted, the Mental Health Provider will:

- Prepare an assessment plan and prior written notice

The ISE case manager will:

- Schedule an amendment IEP meeting to review the presenting concerns with the family and obtain consent to proceed with the assessment

What is an ERMHS (Social-Emotional) assessment and who conducts the assessment?

An ERMHS assessment is designed to determine whether a student has a mental health need resulting in a need for direct, mental health services in order to access and benefit from his or her educational program. The assessment also helps inform IEP goals for students with ERMHS services. At Rocketship, ERMHS assessments are multi-disciplinary and involve the school psychologist, the case manager, and the ERMHS provider. In order to determine the need for services, ERMHS assessments, named as Social-Emotional assessment, at Rocketship will include the following components:

- Behavior/social emotional rating scales: completed by the School Psychologist with the teacher, the family and, if appropriate, with the student
- Observations: completed by the School Psychologist and/orERMHS provider, including observations in both the classroom and during unstructured times
- Interviews: completed by the School Psychologist with the teacher(s), the student, the family, and any other relevant stakeholders
- Instructional factors: completed by the ISE specialist

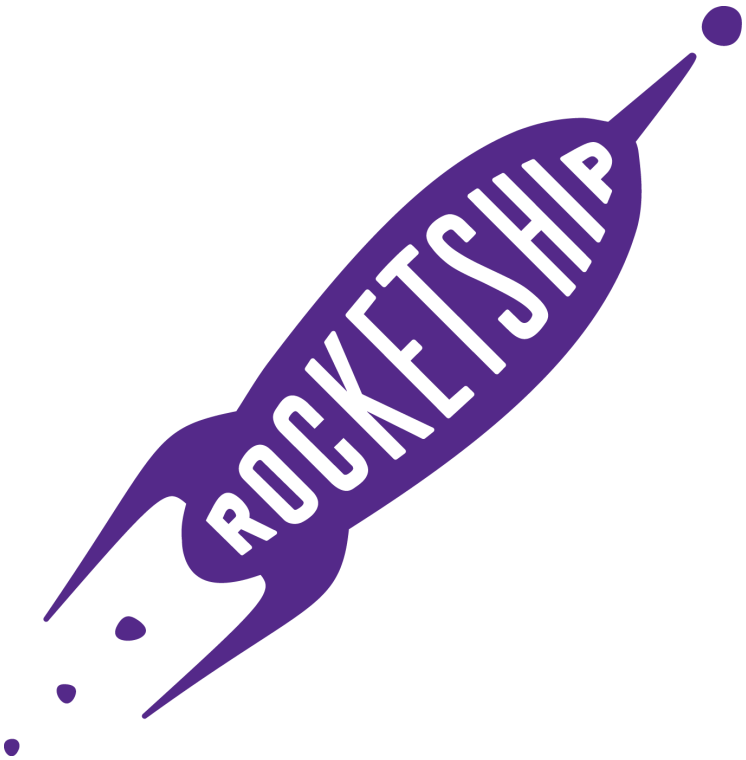
Following each assessment, the ERMHS provider and the school psychologist will meet informally before the IEP meeting to discuss results and align on recommendations to be made to the IEP team. The School Psychologist will write an evaluation report incorporating the assessment results and summarizing the assessment recommendations.

What ERMHS services might a student receive as a result of the ERMHS evaluation?

The exact services will be determined by the IEP team based on the results of the ERMHS evaluation, but the following services are all considered ERMHS services: Individual Counseling, Counseling and Guidance, Parent Counseling, Social Work Services, and Psychological Services as defined by CASEMIS. Our ERMHS providers are our Mental Health Providers at Rocketship.

How do we update progress towards IEP goals?

ERMHS providers will provide an update on student progress towards IEP goals directly to the ISE case manager before each IEP goal reporting period. The ERMHS provider will be responsible for completing the progress report update in SEIS.



Pre-Referral Playbook

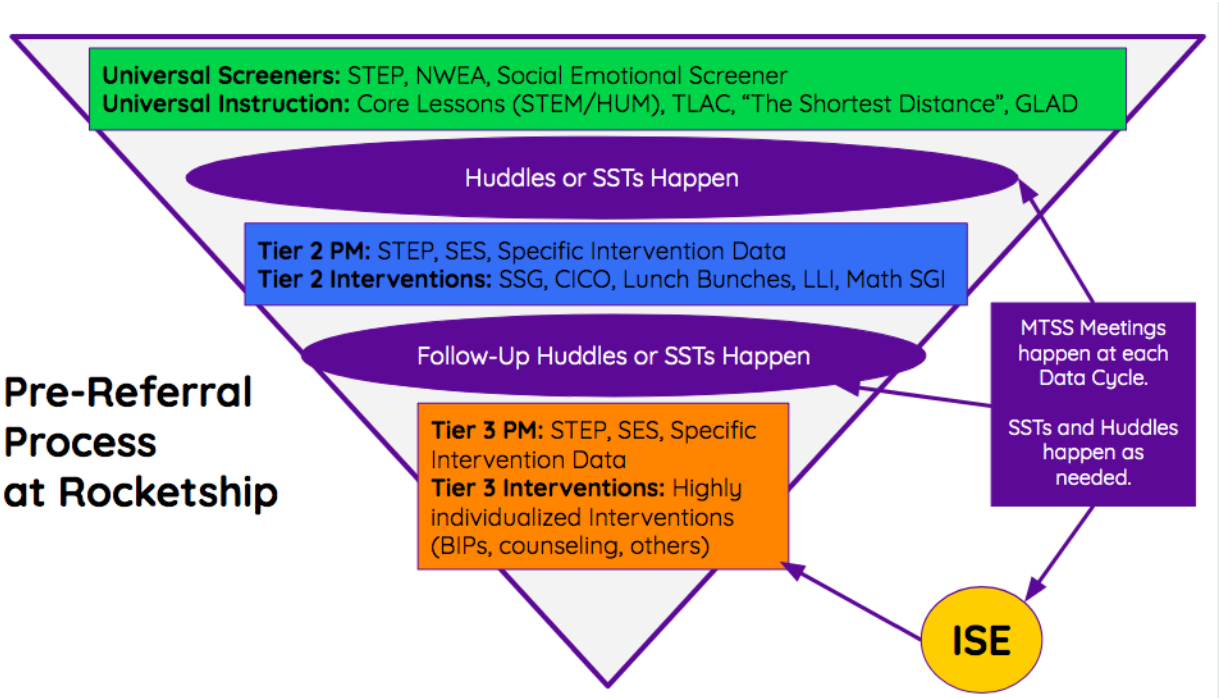
Section 1: Overview of the Pre-referral Process and Purpose

What is a pre-referral process?

"Pre-referral process" refers to any of the general education interventions that occur for students who do not have IEPs. It's a bit of a misnomer, because pre-referral interventions don't always lead to a referral for a special education evaluation – in fact, when we are executing a high quality pre-referral process, we will be able to successfully intervene early with many students, **preventing the need for a special education evaluation** and "label."

There are many components of the pre-referral process at Rocketship, ranging from the LLI small groups that occur with tutors in the learning lab to the handwriting intervention groups to actual SST meetings. The focus of this playbook is on the 'Student Study Team' (SST) component of our pre-referral process, and how it fits within the greater Multi-Tiered System of Supports (MTSS) framework at Rocketship.

The SST meeting is a problem-solving process during which stakeholders come together to generate solutions for the most serious individual student challenges in the educational setting. SSTs are held when other classroom-based or small-group interventions (generated through universal screenings or MTSS meeting decisions) have been unsuccessful, in order to address a range of student needs. Areas of concern may include academic, behavioral, social-emotional, ELL, sensory motor, self-care, speech and language, or attendance difficulties. SSTs are a function of general education, although ISE team members are sometimes involved as consultants (particularly when a referral for Special Education assessment is being considered).



What legal requirements inform pre-referral policies and procedures?

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

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the grade level school leader who connects with the school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Rocketship Redwood City will also notify the District and/or SELPA of the assessment request within five days of receipt. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent. Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

Section 2: The Student Huddle Process (Optional)

At Rocketship, an *optional* step in the pre-referral process is known as a "Student Huddle." Student huddles happen before SSTs meetings, as a way to engage in some initial brainstorming and problem solving, before needing a more formal and intensive meeting. The "Student Huddle" is a grade level, team-based problem solving process which focuses on generating interventions and supports for an individual student, with the intention that the supports generated for that student will benefit several students in the cohort. Supports generated in the Student Huddle process should be relatively low lift for teachers – the idea is to assess the degree to which the student responds to low level supports in the classroom before investing in the time intensive process of generating targeted, intensive supports.

Rocketship began implementing the Student Huddle process in 2013-14, and teams that implemented the process with fidelity reported a range of positive outcomes, including increased teacher capacity to support struggling students.

What happens during a Student Huddle?

During a Student Huddle, the grade level school leader (or other named staff) facilitates a discussion with the grade level team regarding the individual student of concern. The presenting concern can be academic, behavioral, or both. The team clarifies the concern, brainstorms potential solutions, commits on a plan of action, and schedules a date to revisit the plan to evaluate success and determine next steps.

What happens after a Student Huddle?

After the Student Huddle occurs, teachers implement the committed next steps and supports that were agreed upon, and the school leader monitors and supports the implementation of these supports. The grade level team should revisit the student approximately 4 weeks after the initial Student Huddle.

Based on the responsiveness of the student, the team may decide to:

- Discontinue the support(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the support(s) (if the student is making good progress but is not yet ready to function without the support)
- Refer the student to SST, a more intensive level of support

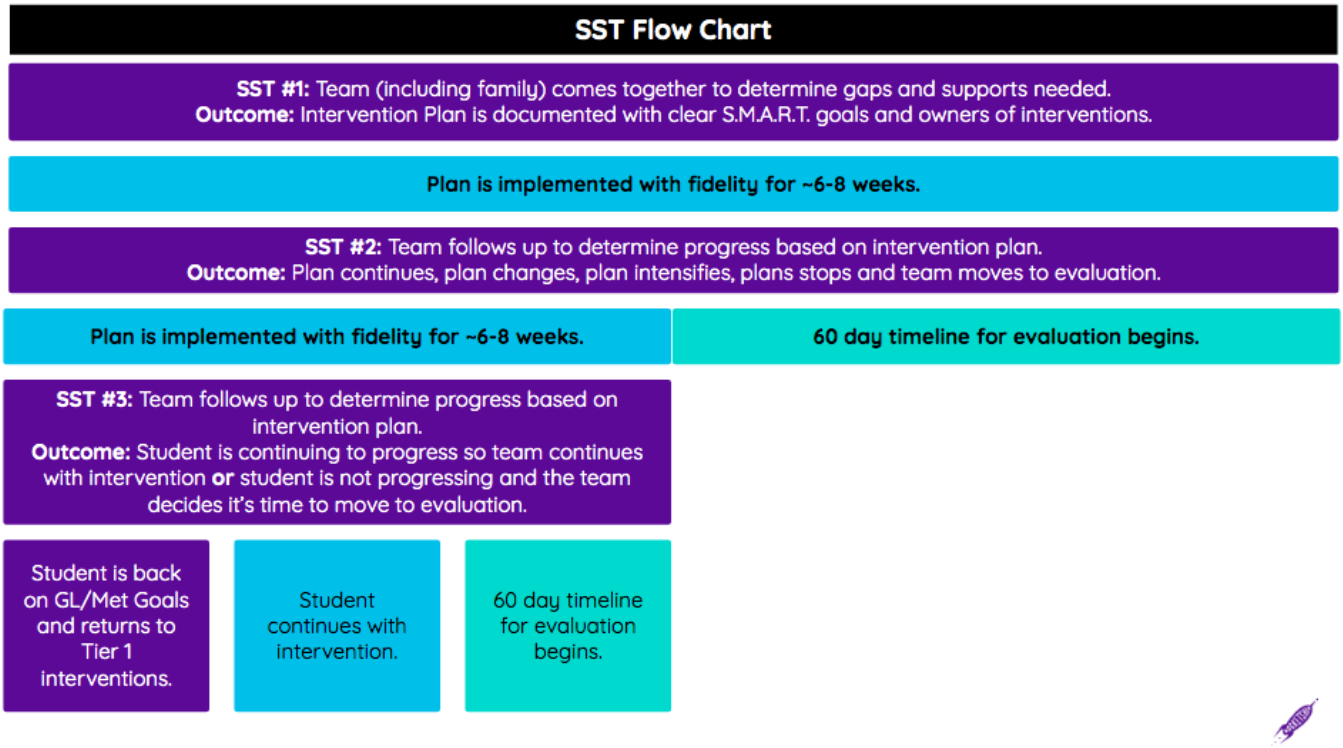
How do we know if a student should be referred to an SST?

Based on the responsiveness of the student, the team may decide to:

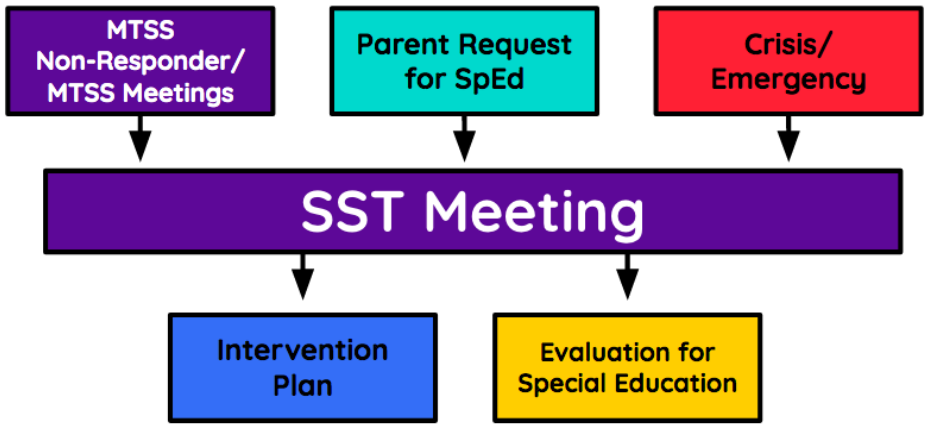
- Multiple teachers are struggling to support the student
- The student is struggling in more than one area

Section 3: Overview of the SST Process

The Student Study Team, or SST, is a more intensive team-based problem solving approach, in which a team of individuals creates an intensive, individualized support plan for a student who is demonstrating significant and persistent academic and/or behavioral challenges. An SST is also held any time a parent request for special education assessment is made (see Section 4 of this playbook for more information on how to respond to parent requests for special education assessment). The various ways that a student can arrive at an SST, as well as the potential outcomes of an SST meeting, are summarized in the graphic below:



What leads to an SST? What is the outcome of an SST?



How do staff prepare for an SST meeting?

Teachers should come to SST meetings prepared to share quantitative and qualitative information on the student's present levels of performance, including rates of progress and performance compared to the class average. If the student is participating in an intervention(s), the intervention provider(s) should be prepared to share the student's current progress monitoring data (e.g. STEP data, CICO data, etc.). If behavior concerns are indicted, the school leader/grade level coach should be prepared to share any relevant discipline data (e.g. suspension reports or BDF data). If special education assessment is being discussed at the meeting, the school psychologist/mental health provider will prepare any required paperwork and invite any relevant related service providers.

What happens during an SST meeting?

During an SST meeting, staff review available data and generate interventions to support the student. See the "resources" section of this playbook for more guidance on creating interventions for individual students. Team members create specific goals for the student, along with a plan for monitoring progress towards the goals. The team aligns on next steps and responsibilities, and schedules the follow-up SST meeting.

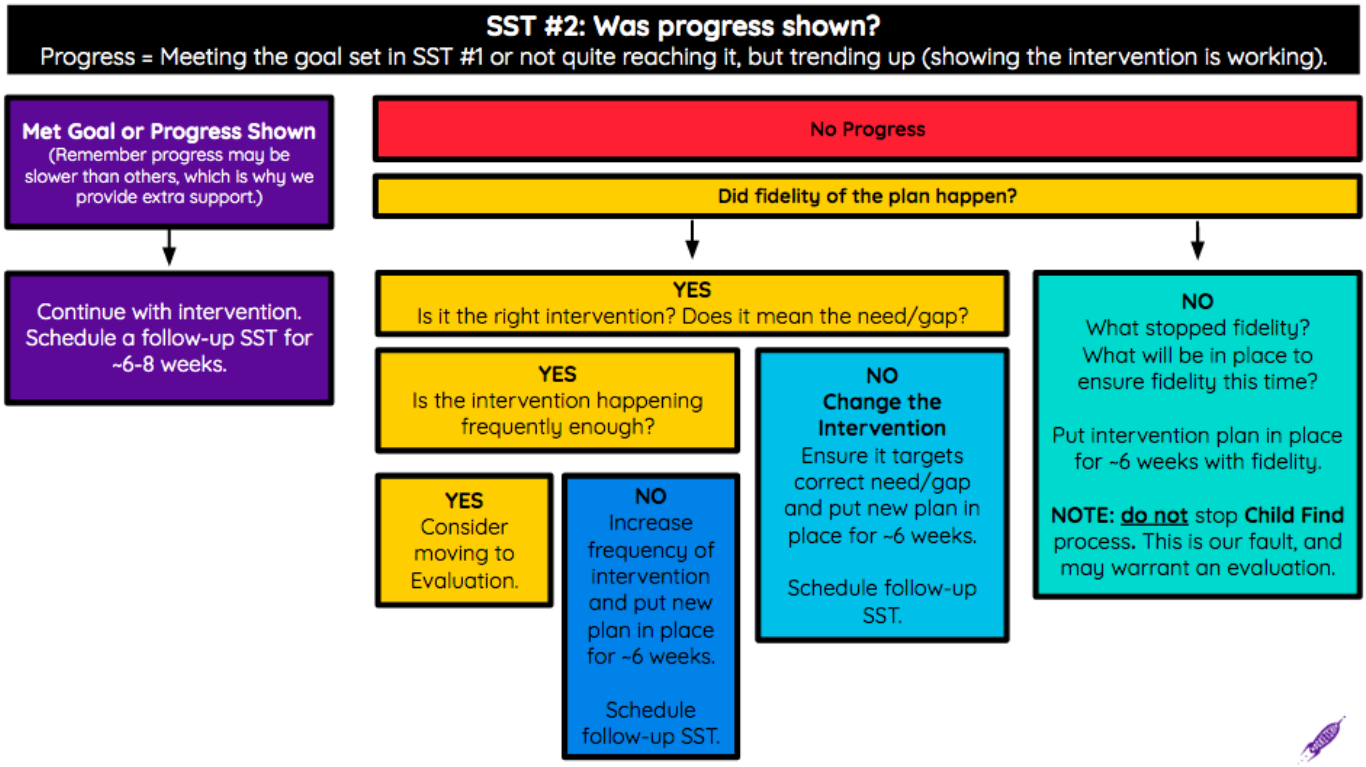
What happens after an SST meeting?

After the SST meeting, the interventions are implemented and progress is monitored. The school leader/grade level coach monitors and, if necessary, supports the implementation of interventions and the monitoring of student progress. A follow-up SST meeting is held within 4-6 weeks to evaluate the effectiveness of the interventions and generate next steps.

Based on the responsiveness of the student, the team may decide to:

- Discontinue the intervention(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the intervention(s) (if the student is making good progress but is not yet ready to function without the support of the intervention)
- Intensify the intervention if student is not seeing the progress set
- Change the intervention, if it is not targeting the correct need/gap

*see chart on next page to help determine next steps



How do we know if and when we should consider a special education evaluation for a student?

The same guidelines described in the "Student Huddle" section of this playbook apply here as well. Please note that the school psychologist or speech language pathologist (in cases of suspected speech or language impairment) **must always** be involved in the decision to assess for special education eligibility and related service providers **must always** be involved in determining whether or not to assess in their area of expertise.

Students may be appropriate candidates for a special education evaluation when:

- They are not “on track” to meet their goal after at least 2 rounds of intervention
- They have not made significant progress towards grade level standards despite individualization of Tier 3 interventions
- They remain at least 2 years below grade level, despite a history of small group Tier 2 interventions
- Their behaviors significantly impact the learning of the class, or their own learning despite Tier 2 interventions (CICO, social skills groups, lunch bunches, etc.), Tier 3 interventions (counseling, behavior plan), and the teacher is successful at all executing TLAC skills at a Tier 1 level.
- Any behavior that is dangerous to students or staff (boulder level) and has occurred repeatedly (3 or more boulder level behaviors).
- Student is unable to care for personal needs at an age-appropriate level (feeding, toileting, following routines, age-appropriate independence skills, etc.)

In addition, the psych services team and principal will hold have bi-weekly meetings where the principal can consult about:

- Whether or not a specific student concern warrants additional support
- Potential interventions to discuss at an upcoming SST meeting
- To pre-meet regarding appropriate next-steps at a follow-up SST (including the possibility of offering an assessment).

Can I refer a student with an IEP for an SST meeting?

No! If a team member has concerns about a student who already has an IEP (including a speech only IEP), they should work with the student’s case manager to schedule an IEP meeting to discuss the concerns and next steps. Any changes to the educational program of a child with an IEP must be made through the formal IEP process.

If a concern is expressed by a member of the student’s IEP team (ex. Parents or teacher) that concern must be addressed in the form of an IEP meeting within 30 days.

Section 4: Responding to Parent Requests for Special Education Testing

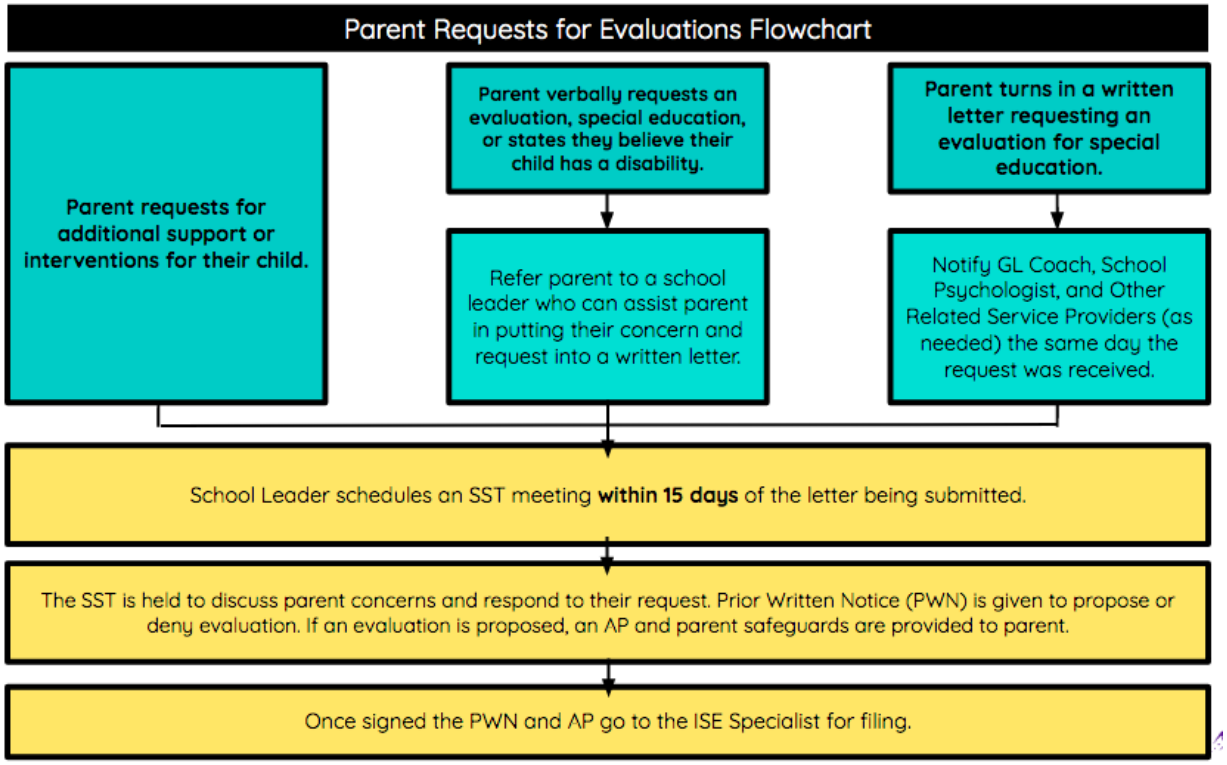
There are several IDEA guidelines that mandate how schools must respond when a parent makes a formal request for special education testing. Schools are **required** to:

- Assist the parent in putting the request in writing, if the request is made verbally.
- Respond formally and in writing to the request within 15 calendar days of receiving it.
- Consider the request for assessment and, unless the available data demonstrates that there is **no reason** to suspect the child may have a disability (e.g. the child is performing on grade level in all areas and is not displaying any maladaptive behaviors), comply with the request.
- If a request is being denied a PWN must be completed. The written request, SST notes, and PWN must be filed into the student's CUM (in the red folder).

At Rocketship, we utilize our Student Huddle and SST process as the formal mechanisms for responding to parent requests for special education assessment. See process below.

What?	Who?	When?
Assist the parent in putting the request in writing (if necessary)	The individual receiving the request (usually the OM or a school leader)	Immediately upon hearing the request
Notify the school psychologist and the appropriate related service providers based on the concerns (ex. speech pathologist if language concerns and occupational therapist if sensory, motor, and/or self-care concerns)	The individual receiving the request	Immediately (same day!) upon receiving the request
Schedule and facilitate a Student Huddle meeting	The school leader managing the grade level	Ideally within 7-10 days of receiving the request
Conduct a record review to gather historical data for the team to review	School Psychologist	Prior to the Student Huddle meeting
Determine, based on the available data, if the school will proceed with a special education evaluation	The Student Huddle team (classroom teachers, school leader, school psychologist, and speech pathologist <if applicable>)	During the Student Huddle meeting
Prepare the paperwork based on the decision	The School Psychologists and Speech Pathologist (if applicable)	After the Student Huddle and prior to the SST meeting
Schedule and facilitate an SST meeting wherein the school's decision and appropriate paperwork is presented to the parent	The school leader managing the grade level (in collaboration with the school psychologist and/or Speech Pathologist, if applicable)	Within 15 days of receiving the request (remember that this is our **legal mandate**)

Parent Request FlowChart



Section 5: SST Roles and Responsibilities

Grade Level School Leader:

- Schedule SSTs for their grade levels
- Facilitate SST meetings for their grade levels, and ensure action steps are completed
- Schedule follow up SST meetings and ensure the team re-visits intervention data and progress.
- Complete screening referral forms, submit to service provider, invite service provider to follow up meeting, engage in communication regarding results if service provider cannot attend follow up

Psych Services Team Responsibilities:

- Available for designated SST 30 minute blocks (2 per site per week)
- Will attend SSTs when special education evaluation is be considered (within SST blocks)
- Will attend on-going meetings with SST lead to prepare for upcoming SSTs (recommended at least bi-weekly)
- Will attend SSTs held to respond to parent requests for evaluation
- Will attend SSTs for high level behavior needs
- Will hold weekly meetings with Principals to consult about upcoming SST meetings, or discuss the need for SSTs for specific students of concern.

Teachers:

- Refer students to the school leader if serious concerns exist outside of data cycles
- Bring relevant student data to Student Huddles and/or SST meetings
- Implement interventions and monitor progress
- Contribute information to speech and/or OT screening request paperwork when needed

Speech Language Pathologists/Occupational Therapists/Adapted Physical Education:

- Speech language pathologists, occupational therapists, and adapted physical education providers, operating under ESSA as specialized instructional support personnel (SISPs), are referred to throughout this document as related service providers.
- When receiving screen requests coming out of MTSS meetings, complete screenings by next MTSS cycle date.
- When receiving screen requests coming out of SST meetings,
    - Screen is completed within two-three weeks
    - SST meeting to review screen occurs three weeks from the screen request. Team determines the next steps for intervention and support.
    - Follow-Up SST Meeting in 6-8 weeks after implementation of related service intervention to determine the next stages of support. .
- Attend SST meetings when needed (pending outcome of screens)

ISE Specialists

ISE Specialists typically do not attend Student Huddles or SSTs, as these are a function of general education. They may however attend in unique cases, such as:

- If an Assessment Plan will be proposed
- Tier 3 interventions with ISE groups are being considered (pending capacity)

Section 6: Support Requests for Speech, OT & APE

Teachers and School Leaders can identify student needs that may fall under the realm of speech and OT support. This could be a range of things from speech and language development, gross motor skills, fine motor skills, perceptual abilities, self-care skills, or sensory-related behaviors.

Here is the process for identifying the need and right supports for related services:

- Team identifies a concern for a student
- Submit a Related Services (OT, SLP & APE) Support Inquiry
- Related Service Provider connects with school team based on needs and school team schedules an SST in the following week for the Related Service provider to attend.
- Based on the initial SST meeting, the team decides the proper interventions and next steps. Depending on the need, a subsequent SST meeting is scheduled in 3-6 weeks to review intervention data.

What types of concerns might indicate a related service support inquiry:

Speech

- Peers cannot understand the student
- The student struggles to follow simple (1-2 step) instructions, or comprehension is a significant area of concern
- Language appears significantly delayed, but not related to being an English language learner.

OT

- Difficulty with age-appropriate fine motor tasks, such as drawing shapes, opening containers, writing letters/numbers, cutting, or copying work from the board
- Inability to maintain a safe, seated position for a significant portion of class or difficulty navigating classroom or campus spaces safely (ex. stairs/playground)
- Difficulty completing age appropriate self-care tasks necessary for the school environment: eating, toileting, dressing
- Student engages in disruptive or unsafe sensory-related behaviors (eating or mouthing non-food objects, extreme responses to loud sounds or touch, unusual need to touch objects/textures, rocking/spinning)

APE

- Student has a severe orthopedic or other health impairment which prevents his/her from safely or successfully participating in the physical education program
- Student is unable to imitate basic motor actions (ex. hands over head), stand on one foot, jump, run, throw, or catch a large ball thrown from 5 feet away in spite of multiple teaching attempts.
- Check out the APE Playbook for all the information

Section 7: SSTs and Statewide Testing Supports

SBAC Testing (California and Wisconsin)

There are three types of supports available to students on the SBAC assessment. "Universal Supports" are available to all students and include things like scratch paper and a digital highlighter. "Accommodations" are available **only** to students who have them documented in a 504 or IEP, and include things like a scribe or use of a multiplication table. There is a third type of support, "Designated Supports" that are available to "any student for whom the need has been indicated by an educator." This includes things like testing in a separate setting and read aloud or scribe for math items.

TNReady (Tennessee)

Similarly, the TNReady assessment in Tennessee makes available several accessibility features to students for whom the need has been designated and documented.

Designating and Documenting Statewide Testing Supports (all regions)

At Rocketship, we use the SST process to identify required “Designated Supports” or “Accessibility Features” for students who may require them. In order to make these supports available to students in the SST process, you must:

- Discuss the need for the supports as an SST meeting, and **document** the need for the supports on the SST paperwork (there is a section for this)
- In the spring, the site-based testing coordinator will work with the analytics team to complete the ISAAP tool, wherein the designated supports are assigned to each individual student

See the “Resources” section for several SBAC and TNReady accessibility resources.

Section 8: Best Practices

Before the Meeting- Scheduling and Reminders: Keep SSTs scheduled during specified SST blocks when possible and try to avoid having more than 2 SSTs scheduled per week. Call parents to invite them to the meeting when it is scheduled and set up a calendar invite with appropriate school leaders, grade level teachers, ILS (optional), School Psych (if during SST blocks), other service providers, and translator (if needed). Call to remind parents of SST the week before. Sometimes, an OM can take the lead in scheduling with regular communication structures and management from the SST lead. At the SST meeting, the school leader (facilitator) will schedule the follow up meeting 6-8 weeks later. The school leader should add the meeting to the SST scheduling doc as well as send a gcal invite.

Sample Parent Scheduling Script:

> "Hello Ms. Garcia, I wanted to let you know that a team of our staff including Valeria's teachers, the school psychologist, and the assistant principal who oversees 2nd grade would like to meet to discuss some ways to better support Valeria with reading. The team will be meeting on Monday October 12th from 7:15 - 7:45. If you are available, it would be great for you to join in order to share more information about Valeria and help with our problem-solving process. I know this time may be inconvenient, so if you'd like to call in to the meeting or have us send you home the paperwork with our notes and decisions afterwards, we can do that as well. Our office manager will be calling to remind you a few days in advance that there is a team meeting for Valeria on Monday October 12th at 7:15. We hope to see you there. Thank you."

During the meeting- Intervention Planning: The intervention plan is the action plan that is created in the SST meeting after student gaps are identified. The following guidelines should be considered with planning SST interventions. More information on intervention planning can be found "Resources" section of this playbook.

- Intervention should be directly aligned with the identified area of need
- Start with interventions and structures that are already available on your campus
- Consider how a Tier 1 or 2 support could be modified to be a tier 2 or 3 support (e.g. LLI 1:1, or double-dose of guided reading)
- Consider training select staff on additional interventions to allow for greater flexibility (e.g. Touch Math, Sound Partners, fluency routines, etc.)
- Accommodations **are not** interventions

During the meeting- Generating a Progress Monitoring Plan: As part of the intervention plan, a plan for monitoring student progress with intervention should also be developed. It is important that this plan is developed and implemented in order for the team to make decisions about next steps in follow up SST meeting. For example, if a student's progress monitoring data suggests little or no gain, the intervention should be modified. Conversely, if the data suggests that the student is on track to meeting the goal, the intervention should be continued. See below for additional guidelines in setting up progress monitoring plans.

- All SSTs should result in a specific goal. Example goals:
    - Master all letter names/sounds, or X number of sight words
    - Pass the comprehension portion on STEP 5
    - Be able to solve single digit addition problems at 80% accuracy
    - Meet CICO goal of 80% for 4/5 days consecutive days
- Whenever possible, use an already-existing assessment systems:
    - STEP
    - BDFs (Behavior Disciplinary Forms)
    - CICO
    - Formative assessments or benchmarks

Section 9: Common Pre-Referral Pitfalls and How to Avoid Them

Rocketship's pre-referral and SST process is designed to identify students needing support and match them with the appropriate intervention, as well as ensure that schools are adhering to their child find obligations. However, over the years we have observed several common pre-referral pitfalls, which are described below along with recommendations for avoiding them.

Pre-Referral Pitfall	Recommendations for Avoiding
Certain grade levels move students through the pre-referral process appropriately while other grade levels don't refer any students to SST.	• Add a regular standing item to school leadership meetings wherein each school leader reports out how many students in their grade level are at each phase of the pre-referral process.
Schools focus heavily on student huddles and interventions in the learning lab for most of the school year without referring many (or any) students to an actual SST meeting, resulting in a large influx of special education assessment referrals for students who haven't been progressing in interventions.	• In general, if a student is at the second or third round of an SST meeting and has not been making progress in interventions, the team should *consider* the need for a referral for assessment. • Schedule regular consultation with your School Psychologist to review the data of students in the intervention process and identify appropriate referrals. • Student huddles should be for general concerns and should not last for more than 2 huddles.
School teams wait too long to schedule a Student Huddle meeting after receiving a parent request for special education testing, so they are unable to adhere to the 15 day timeline for formally responding to the request.	• Ensure that all staff members are aware of their obligation to support parents in putting verbal requests for assessment into writing. • Ensure that all staff members are aware of the 15 day timeline requirement. • Notify your school psychologist and/or speech language pathologist immediately when a request for evaluation for special education is received. • Schedule the Student Huddle **and** follow-up SST meeting as soon as possible after the request for testing is received.
Students receive informal interventions (e.g. the ISE Specialist pulls them along with ISE students in a small group) but none of the interventions are documented. School teams want to refer students who are still struggling for a SPED evaluation, but it is difficult for the ISE team to determine the appropriateness without documentation.	• Ensure that SST meetings are held for students that require Tier 3 (individualized) interventions. In addition to the importance of documenting these interventions, parents must give permission in order for a student to be pulled out of their general program for intervention. The SST process ensures that parents have provided informed consent for Tier 2 and 3 interventions.

Pre-Referral Pitfall	Recommendations for Avoiding
ISE is the only option for individualized, Tier 3 interventions. If the ISE caseload is full, there are no options for additional, non-ISE students who require that level of support.	● Tier 3 just means that the intervention is targeted and individualized, and schools can be creative in thinking about who can deliver these services. See the "Resources" section for guidance.
SST teams fail to create a goal and a progress monitoring plan during the SST meeting, so when the follow-up meeting is held, they are unable to determine if the student has made adequate progress.	● Pace SST meetings appropriately to ensure the team has time to align on a measurable, ambitious yet realistic goal, as well as a progress monitoring plan. Be sure to document the goal on the SST paperwork for reference in the next meeting.
Teams run out of time to assign owners to next steps, and when the follow-up meeting is held, none of the next steps have been completed because the team was unsure of who was responsible for each step.	● Pace SST meetings appropriately to ensure the team has time to align on ownership of next steps. ● Send an email to all meeting participants summarizing next steps.

Section 9: Behavior Intervention Plans

Students are often referred to the SST process because of concerns with maladaptive behavior (either in isolation or co-occurring with academic challenges). Most students will first be placed in social-emotional or behavior interventions as a result of MTSS meetings. For example, students may be placed in individualized plan named in SST, Check-In Check-Out (CICO), social skills groups, or counseling. In some cases, students will not respond adequately to these Tier 2 and 3 supports, and will continue to demonstrate highly disruptive, unsafe, or otherwise concerning behaviors.

In these cases, SST teams are encouraged to consider an assessment. If a student is at a level that they require an individualized behavior plan we should be formally assessing that area of need.

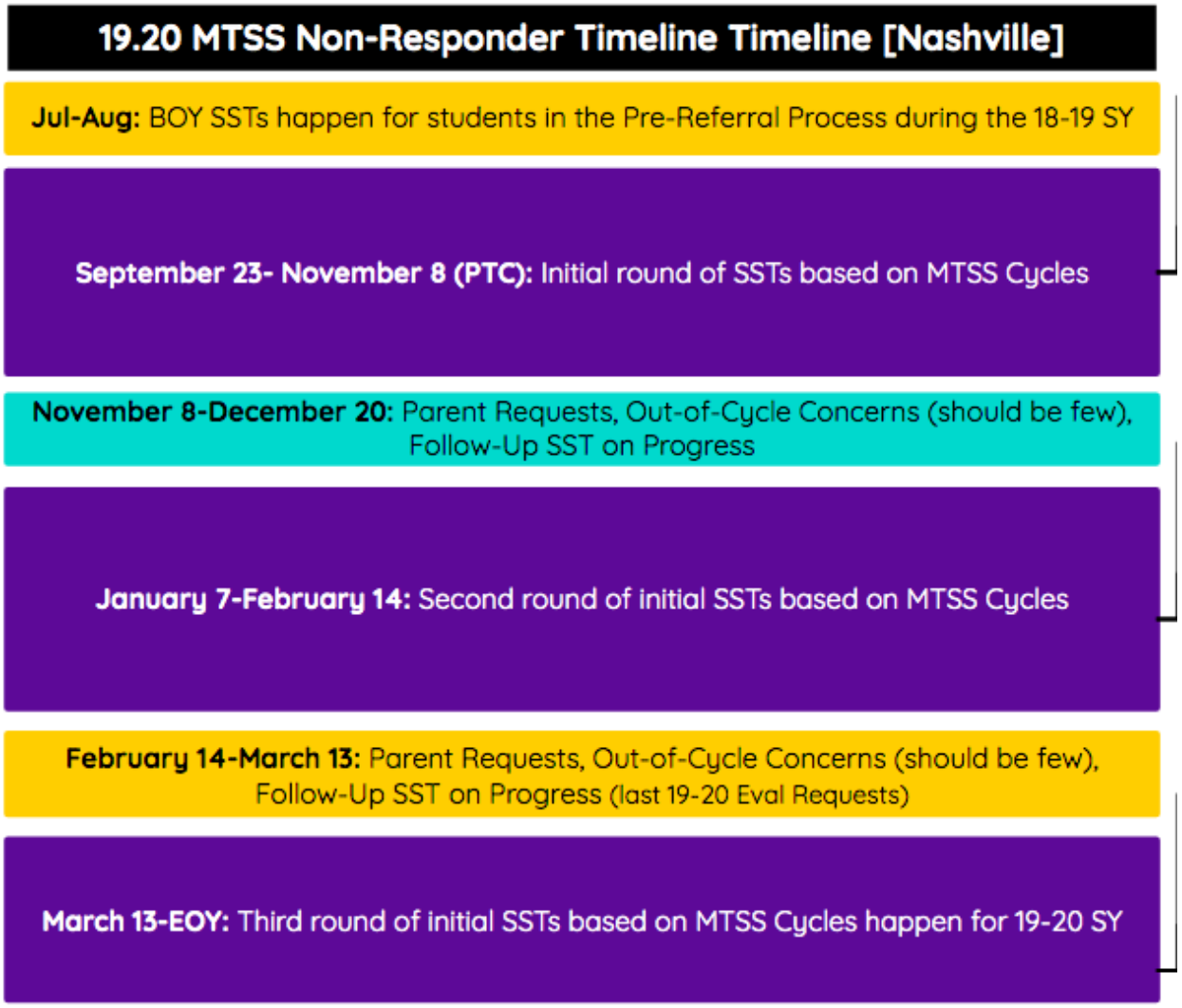
A behavior intervention plan identifies the target behavior as well as an appropriate replacement behavior, and outlines the approach the team will take to teach and reinforce the replacement behavior, as well as norm on a plan to respond when the problem behavior occurs. Behavior intervention plans are most effective when they are based on an identified function of the problem behavior. There are several resources in the "Resources" section of this playbook to help with intervention ideas prior to needing a full Functional Behavior Assessment (FBA) to develop a BIP, but should a FBA be deemed necessary, the following will take place through the FBA process.

1. Identify the behavior the plan will be targeting.
2. Establish the baseline (i.e. how frequently the problem behavior occurs).
3. Hypothesize a function of the behavior (i.e. what need is currently being met for the student? What is the student trying to obtain or avoid with the behavior?)
4. Identify a replacement behavior (i.e. how can the student meet that same need with an alternative, acceptable behavior?)
5. Develop a SMART goal and a progress monitoring plan.
6. Identify the environmental changes that will need to be made in order for the student to use the replacement behavior.
7. Create a plan to teach the student the new replacement behavior.
8. Identify the strategies that will be used to positively reinforce the student for using the replacement behavior.
9. Align on how the team will respond if and when the problem behavior occurs again.

Note: School teams must get parental consent in order to collect behavioral data when developing a behavior intervention plan. The parent consent form can be found in the "Resources" section of the playbook.

The school site Mental Health Provider are available to support SST teams with the development of behavior intervention plans.

Section 10: Pre-Referral Yearly Timeline



19.20 MTSS Non-Responder Timeline Timeline [Bay Area]

August: BOY SSTs happen for students in the Pre-Referral Process during the 18-19 SY

September 23- October 25 (PTC): Initial round of SSTs based on MTSS Cycles

October 25-December 20: Parent Requests, Out-of-Cycle Concerns (should be few), Follow-Up SST on Progress

January 10-February 14: Second round of initial SSTs based on MTSS Cycles

February 14-March 20: Parent Requests, Out-of-Cycle Concerns (should be few), Follow-Up SST on Progress (last 19-20 Eval Requests)

March 20-EOY: Third round of initial SSTs based on MTSS Cycles happen for 19-20 SY

Section 11: Resources

Google Sites:
- MTSS
- Social-Emotional and Behavior

Student Huddle and SST Paperwork:
- Pre-Referral and 504 Dashboard (template)
- Huddle and SST Notes (template)

School SST Tracking Resources:
- SST and MTSS Folders (Google folder where each school can store all of their pre-referral/SST paperwork)
- School MTSS Dashboard (template)

Pre-Referral Graphics:
- RSP Pre-Referral Graphics (ppt format)

Resources to Support Teams in Generating Interventions:
- Tier 2/3 Academic Intervention Toolbox
- ELL Interventions Website
- Tier 1 Speech and Language Strategies

Behavior Intervention Planning Resources:
- Functions of Behavior Worksheet (template)
- Internal Working Model (template)
- BIM (template)
- Tier 3 Behavior Intervention Protocol
- Notice of Intent to Collect Data (parent permission form)
- Progress Monitoring for Behavior Interventions
- Writing Function-Based Behavior Intervention Plans (PD designed for school leaders)

Statewide Testing Accessibility Guidelines:
- TNReady Accessibility Guidelines
- SBAC Resources Guide (for CA and WI – see page 5 for accessibility guidelines

Rocketship Public Schools National Board of Directors

Deborah McGriff
Managing Partner, NewSchools Venture Fund

Deborah has been committed to transforming the lives of underserved urban school students for more than four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She serves on the executive committee of the National Alliance for Public Charter Schools, Policy Innovators in Education Network, and is a founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory board of the Games and Learning Publishing Council, Hechinger Report, Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government and is a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

Alex Terman
Senior Director of Finance and Operations, Valhalla Charitable Foundation

Alex Terman is the Senior Director of Finance and Operations at Valhalla Charitable Foundation. Prior to this he was an independent education consultant, focusing on strategy, finance, and operations for K-12 schools, education technology companies, and related organizations. Prior to starting his consulting practice, Alex served as a Partner at the Learning Accelerator, a non-profit organization that supports the implementation of high-quality blended learning. Alex was the co-founder and CEO of Digital Parent, an online service providing e-learning resources and advice for parents of young children, and served as the Chief Business Officer for the Stupski Foundation, an operating foundation focused on transforming urban school districts. He was also the founding Chief Operating Officer at Leadership Public Schools, a charter management organization serving low-income communities in the Bay Area. In addition to his involvement in education, Alex has worked at America Online and Bain & Company. He has an MBA from Stanford, a BA in History from UC Berkeley, and completed the Broad Residency, a two-year program that prepares participants for leadership roles in public education.

Louis Jordan
Co-owner, Tympany Vineyards
Louis Jordan retired from the Starbucks Coffee Company in early 2013 where he held the position of SVP, Corporate Finance since 2009. At Starbucks, Louis was responsible for a number of Finance functions, including: Marketing, Category and Global Pricing, Real Estate and Store Development, Global Supply Chain, Digital Ventures, Global Planning and Reporting and Treasury and Risk Management. Prior to joining Starbucks, Louis spent six years at Nike where he served as Chief Financial Officer of Nike Inc.'s Global Retail and Digital Commerce operations, and had finance responsibility for Nike-owned retail first quality stores, factory stores and digital commerce activities worldwide. Before Nike, Louis held finance management positions at a number of Fortune 500 companies including Gap, Citibank, DuPont, Dun & Bradstreet and Duracell. Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University.

Greg Stanger
General Partner, ICONIQ Capital
Greg Stanger brings a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.

Jolene Sloter
Board Member, Teach for America DC Region

After receiving her MBA, Joey worked for Corning Glass Works in strategic planning. She later transitioned to the Federal Government where she gained valuable policy experience working for an independent commission charged with making recommendations to Congress about Medicare. Joey and her husband Stanley established the Stanley and Jolene Sloter Family Foundation to focus their

philanthropy on education, and specifically the need for better education opportunities in underserved communities. She is applying her policy experience to analyzing this issue, and identifying concepts and organizations that improve the quality of education in low income communities in DC. Joey is a member of the TFA DC Region's Stewardship Committee, Gala Executive Committee, and co-chaired the annual gala three times. For Rocketship Public Schools, she coordinated the groundbreaking for Rocketship's first school in DC, which opened in August 2016, and has been greatly instrumental to Rocketship in building our local board and finding new sources of funding. Joey has a Bachelor of Arts from Lycoming College and a Masters of Business Administration from University of Pittsburgh.

Sloter is the Board Chair of Rocketship DC.

Raymond Raven
CEO, Orthopaedic Surgery Specialists

Ray Raven, born and raised in East Side San Jose, brings a valuable perspective to the Rocketship Board having been educated within the public school district where Rocketship was founded. After successfully navigating his way through the system, Ray earned an undergraduate degree in Molecular Biology & Biochemistry from the University of California, Irvine and a Medical Degree from the University of California, San Francisco. After completing an Orthopaedic Surgery residency at the University of California, San Francisco, Ray received advanced fellowship training in Hand & Upper Extremity Surgery at NYC, Texas and Barcelona, Spain. Ray now serves as managing partner and CEO of Orthopaedic Surgery Specialists, one of the largest private practice orthopaedic medical groups in Los Angeles County. Ray holds several medical device patents and provides consulting services for healthcare companies. During his career as a surgeon, Ray earned an MBA from the Paul Merage School of Business at the University of California, Irvine. Ray enjoys hiking and travel and spends a lot of his free time with his German shepherd dog, Apollo.

Ralph A. Weber
Founding Member, Gass Weber Mullins LLC

Ralph A. Weber is one of the five founding members of Gass Weber Mullins, a national trial litigation law firm recognized by the National Law Journal on its national "Hot List" of boutique firms. Mr. Weber has been active as an educator and community supporter. He teaches Trial Advocacy at Marquette University Law School and created a jury research and courtroom facility, the Trial Science Institute. Mr. Weber is also a member of the Northwestern Mutual Board of Trustees and he has founded and worked with several educational, charitable and nonprofit groups, including the Board of Pius XI High School, the Marquette University National

Alumni Board, the Board of the Wisconsin Conservatory of Music, the Marquette University College of Arts & Sciences Alumni Board, and the FC Milwaukee Soccer Club. Mr. Weber clerked for a federal judge after graduating from Columbia Law School (where he served as an editor on the Columbia Law Review) and from Marquette University (B.A., Summa Cum Laude, Phi Beta Kappa).
Weber is Board Chair of Rocketship Wisconsin.

Dave Kaval
President, Oakland Athletics

Dave Kaval is the seventh and current President of the Oakland Athletics of Major League Baseball. Kaval has implemented a number of initiatives to connect with fans and community stakeholders, including hosting weekly office hours, participating in town hall meetings, posting blog and Facebook Live updates and communicating via social media. Kaval previously served as president of the San Jose Earthquakes, a Major League Soccer franchise. Kaval's efforts with the Earthquakes led to the groundbreaking on an 18,000-seat, privately financed stadium in San Jose, increase in sponsorship, ticket sales and merchandise revenue and a team that finished with the best record in Major League Soccer during the regular season. Kaval helped the Earthquakes navigate the permit approval process for the stadium and helped organize and contribute to a number of community events with the San Jose Earthquakes. The soccer club has visited more than 55 schools and interacted with more than 10,000 students through community programs. Prior to joining the Earthquakes, Kaval founded the Golden Baseball League (GBL) in 2003 with fellow Stanford Business School graduate Amit Patel. Kaval was responsible for raising the initial capital to launch the league, launching the charter teams, and building an entire League from scratch. He also negotiated a number of major corporate partnerships, including the multi-million dollar league naming rights agreement with Safeway. Kaval earned a B.A. in 1998 with honors in International Relations and an M.B.A. in 2003 from Stanford University. He is a long time resident of Menlo Park and lives there with his wife and two daughters.

June Nwabara
Regional Director, Dollar General
June is currently the Regional Director of Dollar General. June is results oriented and consistently establishes connections with others facilitating attainment of exceeding goals in a highly productive and professional work environment. She does volunteerism with numerous organizations throughout TN including but not limited to Hands on Nashville, National Civil Rights Museum, and Habitat for Humanity.

Before Dollar General, June was a nine year partner at Starbucks Coffee Company and served as the Regional Director of Operations. She led store operations

within TN overseeing 92 stores. She managed a team of district managers to create and maintain the Starbucks Experience for partners and customers.

Prior to joining Starbucks, June spent thirteen years with Darden Restaurants and held numerous positions including General Manager, Divisional Training Manager and Director of Operations. She restored profitability and success to several restaurants and reduced turnover through improved consistency of caring and fairness principles in personnel practices. As GM, she was one of fourteen chosen to sit on the President's Council. June holds a Bachelor of Arts degree in Journalism from Michigan State University. She currently serves on the Executive Board of Directors with Hands on Nashville . In her spare time, she enjoys spending time with her family , friends, and chocolate lab named Lucky, traveling, food and wine pairing while exploring breathtaking locations.

Jean-Claude Brizard
Senior Advisor and Deputy Director , Bill & Melinda Gates Foundation
Jean-Claude is a Senior Advisor and Deputy Director at the Bill & Melinda Gates Foundation. Jean-Claude is the former Chief Executive of Chicago Public Schools, and prior to his appointment in Chicago, he was Superintendent of Schools for the Rochester, NY School District. Under Jean-Claude's leadership, both the Chicago Public Schools and the Rochester City School District saw substantial improvements in student performance. Jean-Claude's experience also includes a 21-year career as an educator and administrator with the NYC Department of Education. There, he was a Regional Superintendent, supervising more than 100 schools in the Borough of Brooklyn, and he also served as the system's Executive Director for secondary schools. Jean-Claude is a Fellow of the Broad Center, a Fellow of the third class of the Pahara-Aspen Institute Education Fellowship, and a member of the Aspen Global Leadership Network. A commercial pilot and a native of Haiti, Jean-Claude credits his parents—both of whom were educators—with inspiring him to pursue a career in education. He is married to Dr. K. Brooke Stafford-Brizard and is the proud father of four beautiful children.

Charmaine Detweiler, Director of the United Way Bay Area and co-chair of the Women's Leadership Council for Renaissance Entrepreneurship Center

Charmaine Detweiler is currently a Director of the United Way Bay Area and co-chair of the Women's Leadership Council for Renaissance Entrepreneurship Center. She brings with her over 35 years of financial management experience. Prior to her current role, Charmaine was most recently Executive Vice President and Chief Financial Officer for New Resource Bank, an innovative community bank servicing the

sustainable and green business community, retiring from this position in 2013. Before this, Charmaine served in senior financial management roles at OneCalifornia Bank, Orrick Herrington & Sutcliffe, LLP and Citigroup. Charmaine holds a bachelor's degree with distinction in Economics from Smith College and an MBA from the University of Chicago Booth School of Business.

Julia Stigletz, Partner, GSV AcceleraTE

Julia is currently a Partner at GSV AcceleraTE, a venture capital firm investing in early stage companies in the education and talent technology sector. She previously was one of the first leadership hires at Coursera, joining the company one month after the company launched as their 12th employee. Her most recent role at Coursera was Vice President of Enterprise, where she found and led Coursera's enterprise business. Her team also pioneered Coursera's Industry Content Partnerships (including Google, IBM and Cisco), and started the Coursera for Refugee program, which to date has reached over ten thousand refugees. Before Coursera she managed the Google Apps for Education team. Julia started out as a fourth grade teacher in East San Jose through Teach For America (Bay Area finalist for the Sue Lehmann award for teaching excellence) and went on to lead professional development for TFA in the Bay Area. Julia holds a BA from Pomona College, an MBA from Stanford Graduate School of Business, and an MA in education from Stanford University. Julia sits on the boards of Fairygodboss, Team4Tech and Rocketship Public Schools, and is member of McKinsey's Consortium on the Advancement of Adult Learning and Development (CAALD).

Michael Fox, CEO, Goodwill Industries Silicon Valley

Michael Fox is CEO Goodwill Industries Silicon Valley. As the newly appointed CEO of Goodwill Silicon Valley Mr. Fox led a team that took the organization from a loss from operations of 1.7 million dollars to a gain of 1.1 million dollars in one year. Previously, Mr. Fox spent almost 20 years at M.E. Fox & Company, one of the Bay Area's leading wholesale beverage distributors, including over six years as president. Mr. Fox is past Chairman of the Silicon Valley San Jose Chamber of Commerce; San Jose Chamber PAC, San Jose Mineta Airport Expansion Initiative, and West Valley

Mission College bond measure. He has held numerous campaign and political positions including finance chair Jim Cunneen for Congress, finance chair Dolores Carr for District Attorney, finance chair Able Maldonado for State Senate, and Mayor Ron Gonzales's kitchen cabinet. Mr. Fox was co-founder and chair Baseball San Jose, and currently serves as finance chair for Team San Jose. Mr. Fox received his B.A. at the University of San Diego and a Trans Global MBA at St. Mary's College.

improvements in student performance. Jean-Claude's experience also includes a 21-year career as an educator and administrator with the NYC Department of Education. There, he was a Regional Superintendent, supervising more than 100 schools in the Borough of Brooklyn, and he also served as the system's Executive Director for secondary schools. Jean-Claude is a Fellow of the Broad Center, a Fellow of the third class of the Pahara-Aspen Institute Education Fellowship, and a member of the Aspen Global Leadership Network. A commercial pilot and a native of Haiti, Jean-Claude credits his parents—both of whom were educators—with inspiring him to pursue a career in education. He is married to Dr. K. Brooke Stafford-Brizard and is the proud father of four beautiful children.

Rocketship Senior Leadership Team and Organizational Structure

Senior Leadership Team Member	Position	Rocketship Start Date
Preston Smith	Co-Founder & Chief Executive Officer	6/2007
Carolyn Davies Lynch	Vice President, Strategy & Scalability	1/2011
Keysha Bailey	Chief Financial Officer	1/2017
Lynn Liao	Chief Program Officer	6/2012
Cheye Calvo	Chief Growth and Community Engagement Officer	5/2015
Chris Murphy	Vice President, Marketing and Communications	7/2015

Preston Smith
Co-Founder & Chief Executive Officer

Preston Smith co-founded Rocketship Education in 2006. Prior to founding Rocketship, Preston was founder and Principal of L.U.C.H.A. Elementary School, part of the Alum Rock Unified School District in San Jose, CA. After its first three years of operation, L.U.C.H.A. was the fourth highest performing low-income elementary school in California. Preston began his career in education as a Teach for America Corps (TFA) member at Clyde Arbuckle Elementary School (CA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann award, given to TFA corps members with the highest classroom academic gains in the nation. Preston is also an Aspen New Schools Fellow.

Before becoming CEO of Rocketship, Preston has had numerous roles including teacher, principal,

director of schools, VP Bay Area and chief achievement officer. He has led Rocketship's professional development, leadership development, integrated special education, and student and teacher recruitment work. Preston is also a proud Rocketeer parent of Zeke and Phoenix, both Rocketeers at Fuerza Community Prep.

Keysha Bailey
Chief Financial Officer

Keysha leads Rocketship's financial and real estate activities. Keysha was born and raised in the metro New York City area. She earned her BA in Economics from Princeton University and an MBA in Finance from the Wharton School, University of Pennsylvania. Keysha's background includes two decades of diverse finance and strategic operational experience. She began her career in investment banking with J.P. Morgan in New York where she advised on capital structure and raised over $10B in the public debt markets for real estate, energy, and diversified corporate clients. She followed as Principal of a Colorado based construction enterprise, with a focus on resort based development. Upon moving to San Francisco 10 years ago, she led the strategy for over $2B in commercial real estate investments including operations, development and joint ventures with Prudential Real Estate Investors. Most recently she has acted as a Consultant, focused on advising corporations and not for profit organizations on strategic finance and real estate matters. Additionally, Keysha serves as a Board Member for Envision Education, a charter network with four Bay Area schools. She is also active in the San Francisco community as a member of the Transbay Center Redevelopment citizens advisory committee and as a leader in SF Little League baseball.

Cheye Calvo
Chief Growth & Community Engagement Officer

Cheye leads Rocketship's growth and community engagement team that partners with communities, stakeholders, parents, and families to grow and support Rocketship's network of highly successful public elementary charter schools. Cheye joins Rocketship after seven years with The SEED Foundation where, as chief expansion officer, he worked with communities across the country to explore innovative educational options for underserved students and opened and sustained urban, public college-preparatory boarding schools. Prior to SEED, Cheye worked for multiple state associations, most notably the National Conference of State Legislatures (NCSL), where he served as a policy expert and directed federal affairs on a diverse array of issues impacting states and communities. Early in his career, Cheye worked for the County Council in his native Prince George's County, Maryland.From 2004 to 2015, Cheye served as the six-time elected mayor of the town of Berwyn Heights, Maryland, just outside of Washington, D.C.

In addition to successfully guiding the diverse, vibrant community through tough times, Cheye has been a strong advocate for law enforcement accountability, successfully advancing reform at the state and county levels.

Christopher Murphy
VP of Marketing and Communications

Chris leads Rocketship's marketing and communication efforts both internally and externally. Chris spent the first decade of his career as a Strategic Planner for the world's top creative advertising agencies (Fallon, Wieden + Kennedy, Ogilvy) building marketing strategies for blue-chip brands (Citibank), national non-profits (PBS), and global foundations (The Bill & Melinda Gates Foundation). His work was recognized with five EFFIEs - the industry's top honor for marketing effectiveness.

While working on a voter advocacy campaign for the Gates Foundation, Chris caught the global health bug. He left the advertising world, moved to Kenya, and built a strategic communications capacity for Sub-Saharan Africa's largest HIV control program. In 2010, he moved to the Bay Area but kept one foot in East Africa as he headed up marketing and development for the pioneering social enterprise Living Goods. Chris went on to lead marketing at Common Sense Media, where he spearheaded a national campaign with Univision to help close the broadband internet access gap and directed a $30M national PSA campaign.

Lynn Liao
Chief Program Officer

Lynn Liao is responsible for talent management, leadership development, analytics, and strategy and scalability. Lynn joins Rocketship from The Broad Center for the Management of School Systems where she co-founded and led the growth of The Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. Under her leadership, the program graduated over 200 Residents, 90% who remain in K-12 education. She most recently served as managing director of network services. The goal of network services is to strengthen and leverage the power of the Broad Center's network of participants and graduates through career services and connecting network members to facilitate knowledge sharing and advance reforms.

Prior to joining The Broad Center, Lynn served as a director at The Broad Foundation and was responsible for the Foundation's portfolio of investments in district and national principal leadership programs. She also served as the Foundation's liaison with districts including New York City, San Diego and Philadelphia supporting their work on district redesign and restructuring.

Carolyn Davies Lynch
VP of Operations

As VP of Operations, Carolyn leads Rocketship's work in optimizing processes and operations in our schools and across our network. She previously ran our Strategy and Scalability function. Carolyn came to Rocketship from The Boston Consulting Group, where she led strategic work for organizations ranging from school districts to multinational corporations. Her family drives her passion for education reform, as her mother comes from a long line of educators and her father was first in his family to attend college.

CONFLICT OF INTEREST CODE FOR ROCKETSHIP EDUCATION

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Appendices, designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of **Rocketship Education.**

Individuals holding designated positions shall file their statements of economic interest with **Rocketship Education**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Rocketship Education**.

CONFLICT OF INTEREST CODE FOR
ROCKETSHIP EDUCATION

APPENDIX A
DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category
Board Members	1, 4
Chief Executive Officer	1, 2
Chief Business Officer	1, 2
Chief Program Officer	1, 2
Chief Growth & Community Engagement Officer	1, 2
Vice President of Schools	1, 2
Vice President, Facilities and Treasury	1, 2
Vice President, Strategy and Scalability	1, 2
Vice President, Human Resources	3
Vice President, of Personalized Learning and Achievement	3
Controller	2
Senior Director, Operations	3
Senior Director, Integrated Special Education	3
Legal Counsel	1, 2
School Principal	3
Consultants/New Positions	*

* The Chief Executive Officer may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)

APPENDIX B

DISCLOSURE CATEGORIES

Category I. Designated positions assigned co this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by Rocketship Education.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department. For the purposes of this category, a principal's department is his or her entire school.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

This is the last page of the conflict of interest code of the **Rocketship Education**.

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Rocketship Education** was approved on 3/23/ 2017. This code will become effective on 4/22/ 2017.

Brian G. Lau
Senior Commission Counsel
Fair Political Practices Commission

THIRD AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION

DBA ROCKETSHIP PUBLIC SCHOOLS

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Rocketship Education (the "Corporation") doing business as Rocketship Public Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Corporation's Board of Directors (the "Board of Directors") may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law, Cal Corp. Code Section 5110 (2001) (the "CNPBCL") shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the CNPBCL. The Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the CNPBCL and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the Board of Directors.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The authorized number of directors of the Corporation shall be no fewer than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. The exact authorized number of directors shall be fixed, within the limits set forth in these bylaws, by the Board of Directors. All directors shall be designated and elected by the existing Board of Directors. All directors are to be designated and elected at a meeting of the Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for a term of two (2) years and until a successor director has been designated and qualified, unless such director is otherwise removed from office in accordance with these bylaws.

Section 6. NOMINATIONS BY COMMITTEE. The Board of Directors may, as it deems appropriate, create a Nominating Committee to assist the Board of Directors in the recruitment, review and nomination of potential new Directors, and to designate qualified candidates for election by the Board of Directors. The Nominating Committee shall be made up of at least two members of the Executive Committee and any additional Directors as the Board of Directors deems appropriate. The Nominating Committee shall work with the Chief Executive Officer and his/her staff to develop criteria for board membership, identify potential candidates for outreach efforts, and develop a recruiting plan for potential candidates. The Nominating

Committee shall make a formal recommendation to the full Board of Directors to elect a potential candidate, and the full Board of Directors shall vote on such appointment.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee for director without the authorization of the Board of Directors.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Chapter 2, Article 3 of the CNPBCL; (c) the increase of the authorized number of directors; or (d) the failure of the Board of Directors, at any meeting of the Board of Directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (as amended, the "Brown Act").[1] Any vacancy caused by the removal of a director shall be filled as provided in Section 11 of this Article VII.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with CNPBCL Section 5211, or (c) a sole remaining director.

[1] Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires unless the reduction also explicitly provides for the removal of that specified director in accordance with these bylaws and the CNPBCL.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws.. The Board of Directors may designate that a meeting be held at any place within California that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the applicable provisions of the Brown Act and the Tennessee Open Meetings Law. All approved Board meeting minutes shall be posted on the Corporation's website.

The Board of Directors shall meet no less than annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall also be posted on the Corporation's Internet Web site.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Chief Executive Officer is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hour notice of the special meeting. The Board of Directors shall also adhere to any additional notice requirements pursuant to California open meeting laws applicable to the Corporation.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of directors shall participate in the teleconference meeting from locations within the boundaries of the State of California in which the Corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, and may only receive such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board of Directors, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors, and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the CNPBCL, also requires approval of a majority of all directors then in office;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Amend or repeal these bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are not inconsistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation shall comply with Government Code Section 1090 and the Political Reform Act (Govt. Code § 8100 *et seq.*)

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chairperson of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The Corporation, at the Board's direction, may also appoint one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers,

and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The Board of Directors shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board of Directors. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the Corporation set forth in these bylaws.

Section 9. CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board of Directors, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board of Directors. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board of Directors, when requested, an account of all transactions and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, the minutes of all meetings, proceedings, and actions of the Board of Directors, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer's duties shall include overseeing or causing to be completed (a) audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12. PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board of Directors, or, if not ranked, a President or Vice-President designated by the Board of Directors, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice- Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX
CONTRACTS WITH DIRECTORS

ARTICLE XSECTION 1. CONTRACTS WITH DIRECTORS. THE CORPORATION SHALL NOT ENTER INTO A CONTRACT OR TRANSACTION IN WHICH A DIRECTOR DIRECTLY OR INDIRECTLY HAS A MATERIAL FINANCIAL INTEREST (OR ANY OTHER CORPORATION, FIRM, ASSOCIATION, OR OTHER ENTITY IN WHICH ONE OR MORE OF THE CORPORATION'S DIRECTORS ARE DIRECTORS AND HAVE A MATERIAL FINANCIAL INTEREST). CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in CNPBCL Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the CNPBCL.

On written request to the Board of Directors by any person seeking indemnification under CNPBCL Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under CNPBCL Section 5238 (e) whether the applicable standard of conduct set forth in CNPBCL Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors,

employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board of Directors and committees of the Board of Directors; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these bylaws inconsistent with that/those Charter(s), the Corporation's articles of incorporation, or any laws.

The Charter School shall provide written notice to the Santa Clara County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Corporation's Board. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Corporation's governance structure or Charter(s), the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should the Corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the Santa Clara County Office of Education within three (3) business days of the adoption of such revision(s).

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF BOARD PRESIDENT

I certify that I am the duly elected and acting President of the Board of Directors of Rocketship Education, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on August 23, 2017_____; and that these bylaws have not been amended or modified since that date.

aug. 23, 2017
Date

Frederick Ferro
President

) 2853527

State of California
Secretary of State

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 16 2006

BRUCE McPHERSON
Secretary of State

2853527

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

FEB 16 2006

ARTICLES OF INCORPORATION
OF
ROCKETSHIP EDUCATION
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

John Danner
550 Kingsley Avenue
Palo Alto, CA 94301

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 2/6/05

John Danner, Incorporator

OFFICE OF THE SECRETARY OF STATE

2853527

MP

State of California
Secretary of State

N

STATEMENT OF INFORMATION
(Domestic Nonprofit Corporation)

Filing Fee $20.00. If amendment, see instructions.

IMPORTANT — READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

1. **CORPORATE NAME** (Please do not alter if name is preprinted.)

ROCKETSHIP EDUCATION

This Space For Filing Use Only

DUE DATE: MAY 16, 2006

COMPLETE PRINCIPAL OFFICE ADDRESS (Do not abbreviate the name of the city. Item 2 cannot be a P.O. Box.)

2. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY. | CITY | STATE | ZIP CODE

CA

NAMES AND COMPLETE ADDRESSES OF THE FOLLOWING OFFICERS (The corporation must have these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

3.	CHIEF EXECUTIVE OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE
4.	SECRETARY/	ADDRESS	CITY AND STATE	ZIP CODE
5.	CHIEF FINANCIAL OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE

AGENT FOR SERVICE OF PROCESS (If the agent is an individual, the agent must reside in California and Item 7 must be completed with a California address. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to Corporations Code section 1505 and Item 7 must be left blank.)

6. NAME OF AGENT FOR SERVICE OF PROCESS

7. ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, **IF AN INDIVIDUAL** | CITY | STATE | ZIP CODE

CA

DAVIS-STIRLING COMMON INTEREST DEVELOPMENT ACT (California Civil Code section 1350, et seq.)

8. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act and proceed to Items 9, 10 and 11.

NOTE: Corporations formed to manage a common interest development must also file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code section 1363.6. Please see instructions on the reverse side of this form.

9. ADDRESS OF BUSINESS OR CORPORATE OFFICE OF THE ASSOCIATION, IF ANY | CITY | STATE | ZIP CODE

10. FRONT STREET AND NEAREST CROSS STREET FOR THE PHYSICAL LOCATION OF THE COMMON INTEREST DEVELOPMENT (Complete if the business or corporate office is not on the site of the common interest development.) | 9-DIGIT ZIP CODE

11. NAME AND ADDRESS OF ASSOCIATION'S MANAGING AGENT, IF ANY | CITY | STATE | ZIP CODE

12. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

TYPE OR PRINT NAME OF PERSON COMPLETING THE FORM	SIGNATURE	TITLE	DATE

Rocketship Public Schools

School Safety Plan

Revised March 1, 2019

Statement of Purpose

Rocketship Public Schools (“Rocketship” or “RPS”) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, we have led a thorough review and revision of Rocketship emergency mitigation/prevention, health, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The Health/Safety Plan herein is the official policy of Rocketship Public Schools. It is a result of a comprehensive review and update of school policies in the context of its locations. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current and tailor recommendations to new regions as Rocketship expands. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community and clear communication with emergency management officials.

This handbook was written in compliance with this school’s charter and developed in cooperation with Federal and State guidelines.

This plan is to be reviewed annually.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Rocketship Public Schools is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind.

A master table of contents appears on the following page.

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Mission

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

Safe School Vision

1. Rocketship will provide a safe, orderly, and secure environment conducive to learning.
2. Rocketship will create a school in which students will be safe from both physical and social-psychological harm.
3. Rocketship will develop a plan to work cooperatively and collaboratively with the national office and School Board to identify, establish and use strategies and programs to comply with local school safety laws.
4. Rocketship will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide safe and orderly schools and neighborhoods.
5. Rocketship will create a learning and working environment where parents can be confident that their students are safe and secure.
6. Rocketship will develop an academic program that will focus on high expectations of pupil performance and behavior in various aspects of the school experience.
7. Rocketship will identify clear procedures for emergencies.

8. Rocketship is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to those present on campus (students, staff, parents, etc.).
9. Rocketship will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

What does Rocketship do to promote school safety?

Rocketship schools use the following training, exercises, tools, and resources to promote school safety:

- **Health/Safety Plan (this document):** Every school is equipped with a copy of this Health/Safety Plan, which should be kept in the Safety Binder in the Front Office. This plan is also accessible online. This plan is reviewed/updated every year by Rocketship Network staff. Principals, Assistant Principals, Office Managers, and Business Operations Managers (BOM) are expected to review this manual every summer.
- **Training:** School staff receive training annually on a variety of topics, including basic first aid, CPR, and emergency procedures.
- **Safety Drills:** Schools run regular safety drills (earthquake, tornado, fire, lock-down, etc.) in accordance with local regulations. Protocols for running safety drills are included in this Health/Safety Plan.
- **School Safety Teams:** Before the school year starts, each school makes assignments to a School Safety Team. School Safety teams meet at least twice a year.
- **Safety Checklists:** School staff conduct regular walkthroughs to identify hazards and to confirm that the school facilities are in good condition.
- **School Evacuation Map + Assembly Sites:** Each school has a designated on- and off-site assembly site in case of an evacuation.
- **Safety Equipment:** In addition to First Aid Kits and other emergency tools (e.g. a working flashlight, survival/earthquake materials), schools are equipped with fire extinguishers and alarms. The Rocketship Facilities team maintains extinguishers and alarms (and keeps building up to code).
- **Emergency Cards:** Emergency cards for students are collected at the beginning of the school year and kept in the Front Office. The Office Manager uses these cards to contact student parent/guardians in case of an emergency at the school.
- **Safety Clipboards:** Every Rocketship classroom is equipped with a safety clipboard with an evacuation map and information to be used in case of emergency.
- **Safety Binder:** The school Business Operations Managers is responsible for maintaining an up-to-date Safety Binder that contains the school's drill logs and other documentation related to school safety.
- **Safety Audit:** Schools are periodically audited by regional/national staff to ensure compliance with internal and external safety rules and regulations.

- **Crisis Response Plan:** Rocketship also has an established Crisis Response Plan for school leaders to access with plans to stabilize a school community and deal with public communications. *This plan is kept confidential to Rocketship school leaders and key members of the Rocketship network support team.*
- **Accident/Incident Binder:** When there is a major accident or behavioral incident on campus, school employees fill out an Accident/Incident binder to keep a record of what happened. These are kept in a distinct "Accident/Incident Report" binder.

Safe Facilities

In accordance with Board policy and regional statutes, both students and staff of the school campus have the right to be safe and secure in their schools. This includes having a safe physical environment.

School Buildings

All Rocketship schools will be housed in a facility that meets local building code requirements, as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

- **Hazardous Materials:** Surveys and management plans will be maintained and updated for hazardous building materials (lead, asbestos, etc.) and hazardous materials used and stored in and around the School will be handled and disposed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.
- **Indoor Air Quality:** A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. This will include activities described in the Safety Checklists.
- **Maintenance/Inspection of School Buildings**: Inspections will be performed to ensure that daily operations do not compromise facility safety and health. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.
- **Visitors/Campus Access Policies**: Rocketship schools adhere to established visitor and volunteer policies. These policies are shared with schools via the company's online file storage site.
- **Arrival/Dismissal**: In addition, Rocketship maintains a school map established by school staff at each school indicating safe entrance and exit areas for pupils, parents and school employees on its file storage site and in hard copy at each school site.

Expectations for Campus Safety and Appearance

Rocketship expects School Leaders and national/regional staff to ensure that our school campuses reflect the pride we take in our learning environments. (See also: Safety Checklists)

The following are explicit expectations for campus appearance and upkeep:

- Rocketship school buildings are well-maintained and appear neat and clean.
- Pupils take pride in the appearance of their school and may contribute to campus beautification efforts (e.g. providing artwork for the walls, planting a vegetable garden outside).
- If the school is enclosed by a fence, the gate should be kept locked and/or monitored during school hours.
- During the school day, staff members share responsibility for campus supervision and do not hesitate to question visitors or communicate safety concerns to the Principal and BOM.
- If school staff identify locations on the campus that pose safety concerns, those areas receive increased supervision as determined by the Principal and BOM.
- Graffiti and other acts of vandalism are removed ASAP. It is the goal of staff to make sure that schools are restored before pupils arrive each day.
- School leaders have an accountability and maintenance system in place for most equipment (e.g., printers, copiers, laptops), which includes inventorying equipment annually.
- School leaders will institute and abide by additional security procedures that are established regionally or by the Principal and BOM, such as the use of security systems.

Framework for Emergency Preparedness

There are four stages of Emergency Management:

1. Mitigation/Prevention
2. Preparedness
3. Response
4. Recovery

(1) Mitigation/Prevention

To prepare schools and staff for emergency management, Rocketship will emphasize mitigation/prevention of potential hazards or vulnerabilities at the school site.

Mitigation/prevention activities occur outside of an active emergency - they are actions that eliminate or reduce a potential threat beforehand.

Mitigation/prevention activities included in Rocketship's approach to emergency management include:

A. Hazard analysis
B. Identifying hazards
C. Recording hazards
D. Analyzing hazards

E. Mitigating/preventing hazards
F. Monitoring hazards
G. Safety Audit

(2) Preparedness

Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in Rocketship's approach to emergency management include:

A. Providing emergency equipment and facilities.
B. Emergency planning, including maintaining this plan and its appendices.
C. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
D. Conducting periodic drills and exercises to test emergency plans and training.
E. Reviewing drill, exercises and actual emergencies after they have occurring.
F. Revising safety plans as necessary.

(3) Response

Rocketship will prepare school staff to respond to emergency situations effectively and efficiently. This document contains carefully-devised Emergency Response Plans (See Part: 2) for several common emergencies. The goal of these plans is to guide staff to resolve an emergency situation quickly, while minimizing casualties and property damage.

(4) Recovery

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process may include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Note on Emergencies Occurring During Summer or Other School Breaks:

If a school administrator or other emergency response team member is notified of an emergency during the summer (or when students are not in attendance for other reasons, depending on the school schedule), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- Disseminate information to Emergency Response Team members and request a meeting of available members.

- Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
- Notify general faculty/staff by letter or telephone with appropriate information.
- Schedule faculty meeting for an update the week before students return to school.
- Be alert for repercussions among students and staff.
- When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

1. **While the Principal and BOM are ultimately responsible for leading school-wide emergency responses, all/any staff members should feel prepared to take charge in an emergency response situation**.
    a. School personnel are usually first on the scene of an emergency situation in or near the school. School leaders may not be the first responder in an emergency situation – it could be a teacher, support staff member, or the school psychologist. Staff members present during an emergency situation will be expected to take charge and remain in charge of an emergency response situation until it is resolved or until he/she can transfer command to the Principal or to an emergency responder agency with legal authority to assume responsibility. It is important that Rocketship employees understand this expectation when committing to work at a Rocketship school.
2. **Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside Rocketship.**
    a. When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. At no time, however, should school officials transfer responsibility for managing students to another agency – accounting for students is the responsibility of the school.
3. **Deciding what to do first in an emergency is a two-step process.**
    a. When an emergency situation occurs, school personnel must quickly determine which initial response action is appropriate for the situation. Evacuate or duck and cover? Lock the doors or go to a safe space? There are two quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; and 2) determine immediate action(s) that are required.

Step #1: Identify Type of Emergency
The first step in responding to an emergency is to determine the *type* of emergency is occurring. Is it a fire or an earthquake? Is it a fire in the neighborhood of the school or a fire in the classroom? Identifying the type of emergency will inform the appropriate response. Emergency procedures for a range of man-made and natural emergencies are provided in the "Emergency Response Plan" of this document. As this list cannot be exhaustive to all emergencies and situations, school staff are expected to exercise their judgment determining which type of emergency most applies to the current situation.
Step #2: Determine, Execute and Communicate Immediate Response Actions
Alerting others of an emergency situation on campus can save lives and minimize damage to the school site. School staff should understand the following:

4. In a life-threatening emergency, follow the "Window of Life" approach of Protecting Yourself, then Protecting Others, then Protecting the Place and then Notifying Public Safety/911.
While it is important to quickly notify the authorities in an emergency, the priority of all staff should be to take personal protective action first before warning others in the immediate area and in the building. Once these immediate life-saving steps are taken, the 911 call for help should be placed.
If for example, an intruder with a weapon enters the front office, the Office Manager should:

1. Secure her/himself in a locked office
2. Make the lockdown call over the intercom / walkie talkies, if Principal or BOM has not already done so.
3. Call 911
4. After calling 911, the flow of information at a school site should go from the first responder to the Principal to the Rocketship regional office.

5: In case of fire, activate the alarm
In the event of a fire, ***anyone*** discovering the fire should activate the building fire alarm system and the building should evacuate immediately. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or BOM.

6. All Rocketship employees are responsible for notifying school leaders of emergencies
In the event the Rocketship main office or school staff receives information of an emergency on or near a school campus, the information shall be provided immediately to the school Principal. Once the type of emergency has been identified and the initial Window of Life steps have been taken, school personnel can determine the appropriate ***emergency response action*** to take:

Emergency Response Actions- Summary

Duck and Cover (and Hold) *Earthquake*	1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 3. If *inside*, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If *outside*, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away from buildings, trees, and power lines.
Shelter-in-Place *Airborne Contaminants, Hazardous Materials*	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If *inside,* teachers will keep students in the classroom until further instructions are given. 3. If *outside,* students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
Lockdown *Criminal Activity in Area, Intruder on campus, Shooting*	1. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If *outside,* students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 3. If *inside,* teachers will instruct students to drop to the floor, lock the doors, and close shades or blinds if it appears safe to do so. 4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. 5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Evacuate Building (Primary Evacuation Site) *Fire*	1. The Principal or BOM will make the following announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. The School Leader will initiate a fire alarm. 3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*. 4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary Evacuation Site). 5. Once assembled, teachers and students will stay in place until further instructions are given
Off-Site Evacuation (Secondary Evacuation Site)	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map. 3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location. 4. Once assembled off-site, teachers and students will stay in place until further instructions are given. 5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
Go to Safe Site *Tornado*	1. A siren will sound, or the Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication. 2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site. 3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe. 4. The Principal will announce to staff when it is safe to leave the safe site.
All Clear *Emergency is Over*	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns

Safety Drills Required by State

California:[1]

1. **Fire drills:** Monthly while school is in session, with one occurring within the first 15 days of school starting.
2. **Lock down drills**: twice yearly, once within first 30 days of school starting.
3. **Earthquake drill:** once per quarter.

Tennessee:[2]

1. **Fire drill:** Monthly while school is in sessions, with one additional fire drill during the first full month of the school year.
2. **Lockdown drill:** One armed intruder drill annually in coordination with local law enforcement.
3. **One CPR/AED** drill annually
4. **Three (3) additional safety drills** during the school year, which may include inclement weather, earthquake, intruder, or other emergency drills not requiring full evacuation.

Wisconsin:[3]

1. **Fire drill**: Monthly when school is in session.
2. **Tornado drill:** twice annually.
3. **Lockdown drill:** twice annually.

Washington, D.C.:[4]

1. **Fire drills:** at least two fire drills must be conducted during the first two weeks of the school year, and one a month thereafter.
2. **Lockdown drills:** twice per year.
3. **Emergency Evacuation drills:** twice per year.
4. **Severe Weather Safe Area**: at least one in March

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[1] http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB634
[2]https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/Safety%20Drill%20Procedures_Accessible.pdf
[3] https://docs.legis.wisconsin.gov/statutes/statutes/118/075
[4]https://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf

Accounting for Students During/After and Emergency

1. The **Principal will direct teachers** to take attendance using their paper rosters and report back to School Leaders by email (during a lockdown) or in person (at an evacuation site). Teachers should report three pieces of information:
2. Number of students present in their classroom at that time (headcount – Police may want this information);
    a. Names of any students on the roster who aren't currently in the classroom;
    b. Names of any students who are not on the roster but are in the classroom
        i. *Note: If for some reason the teacher doesn't have a paper roster, one can be generated in Powerschool by pulling the Weekly Attendance Summary (Meeting) Report and navigating to the page for that cohort.*
3. A school leader will access the online attendance system and and pull a Summary Report to generate daily attendance by grade. (If the school is unable to access the report, a school leader will contact a Rocketship national/regional staff member to pull this report remotely).
4. The Office Manager will give the other school leaders the student **sign-in/out sheets**. If the OM can't leave the Front Office, the OM can scan the sheet and email it around.
5. As teachers report in, **school leaders** (AP, BOM, Principal) should compile the information from teachers, PowerSchool, and the sign-out sheet to account for every student on the roster who isn't currently in their teacher's classroom. These students may be absent that day, they may have left school early, or they may be in another teacher's classroom.
6. If a student is still missing, the **Principal** should contact the child's family to confirm that the child was at school that day and did not leave early. If the child is still unaccounted for, the Principal should search for the child or notify the police.

Fire

<u>Fire in the School Building</u>

When the fire is discovered:

1. Activate the nearest fire alarm.
2. Call 911.
3. Notify the Principal or other school leader ASAP
4. The Principal and BOM should make all teachers aware of the fire and facilitate evacuation of students. If the fire alarm is not working, the Principal and designees should alert teachers by other means (e.g. Walkie-Talkies, go door to door, shout)
5. In case of a fire, the Principal is the designated responsible official
6. Fight the fire ONLY if:
    a. The fire extinguisher is in working condition
    b. The fire is small (the size of a wastebasket or smaller) and is not spreading to other areas

c. Escaping the area is possible by backing up to the nearest exit

Upon hearing of a fire:

1. The Principal should make sure 911 has been called. Multiple 911 calls are OK.
    a. Important**!** The Fire Department is to be notified of fires larger in size than a wastebasket. The Fire Department will need the following information: School name and phone number, building address including cross streets, location of the fire within the building, information on the layout of the building/how to quickly reach the fire.
2. The Principal and BOM should direct students and staff to evacuate the building. Teachers should know that the fire alarm means EVACUATE.
3. Teachers should evacuate their students:
    a. Grab the class roster and safety clipboard.
    b. Students should line up in single file and count student quickly.
    c. Shut the door upon leaving
    d. Take students to the primary assembly site, following the route on the map.
    e. At the assembly site, take attendance and report any missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated. The Office Manager will also render first aid if necessary.
5. If safe, the Principal should direct the Business Operations Manager (head of the Hazards/Utilities Team) to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire.
6. All other staff members or visitors in the building should also evacuate.
7. The Principal and Assistant Principals should sweep the hall for students.
8. After evacuating (at the assembly site):
    a. The Principal should make sure that teachers take attendance. If students are missing, they should report to the Principal or Assistant Principals. The Principal will decide if a search/rescue mission is appropriate.
    b. The Principal should wait for the fire department and be prepared to assist them.
    c. Students and staff should wait together at the assembly site until they are dismissed.
9. If an emergency release is necessary:
    a. The Principal will work with the Office Manager (head of the Student Release/ Communications Team) to contact parents (e.g. using OneCall) with instructions for the emergency release.
    b. Important! The Principal or Office Manager are the only individuals authorized to sign out a child in the case of an emergency.
    c. The Traffic and Security Team (led by the Business Operations Manager) should help direct traffic during student release.

10. Wait until the fire department says it is OK to return to the building. If major damage occurred, the Principal should contact the Director of Schools to initiate a Crisis Response and bring in Facilities experts to make sure the building is safe for students.

Fire In the Surrounding Area

This procedure addresses the situation where a fire is discovered in an area near the school.

1. If a fire is discovered near a school, the Principal should **notify 911.** If someone learns of a fire near the school, he or she should notify the Principal immediately.
2. **The Principal/designee** will initiate the appropriate emergency response action based on the nature of the threat. The Principal should consult with the Fire Department about whether or not the school should be evacuated and where it students and staff should go.
3. In the event of an evacuation, follow the protocol described above.
4. If an emergency release is necessary, follow the protocol described above. The Principal/designee should consult with the Fire Department to determine how the emergency release should occur.

Earthquake

What to Expect During an Earthquake

Rocketship staff members who've never experienced an earthquake or didn't grow up in an area where earthquake safety training was necessary may be especially anxious about what to expect when an earthquake hits. Knowing what to expect will help school staff make quick decisions about where to stand and which potential hazards (such as bookshelves or items mounted on walls) to avoid.

When an earthquake hits, the first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. For a small earthquake, the gentle shaking, swaying, and wobbling for a few seconds may be the only impact. You may not have time to register that an earthquake is occurring and enact an emergency response.

In a violent earthquake, the signal to begin the emergency procedure is the sensation of severe quaking. You may be jarred by a violent jolt after the shaking, swaying, and wobbling. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them

- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

Emergency response procedures for earthquakes included in this Plan include:

1. During/Immediately After an Earthquake
2. After an Earthquake: Evacuation
3. Special Circumstances: Earthquakes when Outside

During/Immediately After an Earthquake: Drop and Cover

1. Instruct students to **DROP** and **COVER**.
    a. Drop to the floor.
    b. Take cover under a structure that can protect you from falling objects. The safest places in a classroom are under a sturdy desk or table, in a doorway, or against an inside wall (a wall that separates inside spaces). Keep your back to the windows to shield against broken glass.
    c. Cover your head and neck with your arms.
2. Everyone else in the building should drop and cover as well.
3. Stay in this position until the shaking stops. Talk to students to keep them in the drop/cover position until the shaking stops.
4. If you have access to a walkie-talkie, make sure it is turned on.
5. After the shaking stops, check for injuries and render first aid.
6. Wait for further instruction from the Principal or designee (e.g. evacuation).

After an Earthquake: Evacuation

Evacuation after a major earthquake is necessary because of the threat of secondary disasters (fire, explosions, etc) caused by the earthquake.

Communications between and within the school may also be interrupted during an earthquake, so principals and teachers may need to use their own judgment deciding whether or not to evacuate a school or their classroom. These are the steps to follow after the initial response to an earthquake described above:

1. The Principal (or designee) is responsible for initiating the fire alarm to signal the evacuation of the building after an earthquake. Always evacuate after an earthquake to check the school grounds before bringing students back inside.
2. If an evacuation is initiated (i.e. fire alarm goes off), everyone in the building should evacuate and leave the door open as they leave:
3. Teachers should evacuate their students:
    a. Grab the class roster and safety clipboard.
    b. Students should line up in single file and count student quickly.

    c. LEAVE THE DOOR OPEN upon leaving (this is the opposite of a fire drill
    d. Take students to the primary assembly site, following the route on the map.
    e. At the assembly site, take attendance and report missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign-in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated.
5. If safe, the Principal should direct the BOM to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire, if one results.
6. After initiating the fire alarm, the Principal should:
    a. Sweep the hallways (with APs or the Business Operations Manager).
    b. Make sure 911 has been called (if not already called).
    c. Evacuate the building with students and staff.
7. As the Head of the First Aid Team, the Office Manager should be sure to grab a First Aid Kit, Emergency Cards, and Sign in/Out sheets.
8. After evacuating (at the assembly site):
9. Teachers should take attendance and notify the Site Communications Team (Principal, APs, BOM) of missing students or staff.
    a. If students or staff are missing, the Principal should lead a search and rescue mission
10. If first aid is needed, the Office Manager and the First Aid Team should set up a First Aid Kit and render aid as needed.
11. The BOM should turn off the gas and electricity, if it is safe to do so. (This will minimize risk of fire or explosion after an earthquake).
12. Rocketship schools are equipped with earthquake/survival buckets with tools, food, and drinking water that can be used in case of an emergency.

Principals will observe the following:
Re-entry into Classrooms: The Principal/designee will determine if it is safe to re-enter the classroom. Students and staff should stay out of the building until the Principal has given the OK.
Release of Staff: Once the student body is as safe and secure as possible, teachers will remain with students until the Principal or designee releases staff to attend to personal situations, families and home.

<u>Special Circumstance: Earthquake While Outside the Building</u>

Follow these instructions if outside during an earthquake:
1) Stay outside.
2) Instruct students to move away from buildings, street lights, and utility wires – stay in the open.
3) Instruct students to drop and cover until the shaking stops.
4) Proceed to the evacuation site when safe.
5) Make sure your walkie-talkie is on and listen for further instruction.

Severe Weather/Tornado

Severe weather includes violent thunderstorms, tornadoes, and other forms of disruptive weather phenomena.

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If other staff or community members learn of a severe weather situation, they should notify the Principal ASAP.
2. In the case of a Tornado or Severe Weather **Watch** (i.e. be on alert as conditions are favorable for a Tornado or severe weather)**,** the Principal should use a battery-powered weather radio to monitor/listen for updates on the weather.
3. In case of a Tornado or Severe Weather **Warning** (i.e. tornado has been spotted/is coming/is imminent), a siren may sound, and the Principal should initiate a GO TO SAFE SITE response.
4. Upon hearing an announcement to GO TO A SAFE SITE, **Teachers** should take the following steps:
    a. Grab your safety clipboard and walkie-talkies
    b. Make sure your walkie-talkie is on.
    c. COUNT your students before you leave the room.
    d. Lead your students to the designated INDOOR SAFE SITE, following the path on your map.
    e. If severe weather is imminent, instruct students to face the interior wall and get down on their knees, holding their hands behind their head.
    f. As possible, take attendance at the safe site.
    g. If you need assistance or student(s) is (are) missing notify the **Site Communications Team (Principal and APs).**
5. The **Office Manager** should grab the Emergency Cards, Sign-in/Sign-Out sheet, and First Aid Kit before heading to the Safe Site. As the assistant to the physically-challenged, the OM needs to make sure that students and staff with physical challenges are evacuated. (Consult the List of Staff/Students with Medical Conditions if there are any questions).
6. The Principal and BOM should continue listening to the weather radio and determine when it is safe to return to the classrooms.
7. Staff and students should wait for the “All Clear” signal from the Principal to return.

Note: ***If you are unable to get to the school’s designated safe site, consider the following safety tips:***

Small interior rooms on the lowest floor and without windows

- Hallways on the lowest floor away from doors and windows
- Rooms constructed with reinforced concrete, brick or no windows
- Stay away from outside walls & windows
- Use arms & protect head & neck

- Remain sheltered until the tornado threat is announced to be over

Flood

In case of a flood, the Principal will generally have sufficient warning to make arrangements to close the campus.

If a flood threatens the school without sufficient warning (e.g. flash flooding), the following procedure applies:

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If a staff or community member learns of an impending flood, he or she should notify the Principal ASAP. In case a flood watch/warning, a siren may also sound. The Principal should have a battery-powered weather radio handy and should keep it on when severe weather, such as a flood, is impending.
2. The Principal should get information from the local emergency management agency and determine whether a SHELTER-IN-PLACE (with emergency release, if there is enough time), EVACUATE, or OFF-SITE EVACUATION procedure is appropriate.
3. In case of an evacuation, the Principal should direct staff and students to evacuate the affected buildings per the regular procedure (grab clipboard + roster, count students, lead them out in single file by the established evacuation route). If conditions change, the Principal may turn an Evacuation into an Off-Site Evacuation.
4. The **Office Manager** should contact families with information on emergency release plans/to reassure them that students have been evacuated (OneCall or other).
5. The Principal should continue monitoring the situation using the weather radio and remain in contact with emergency response officials to inform next steps.
6. In case of sustained emergency situation, Rocketship schools have earthquake/survival buckets with tools, drinking water, and food that can be used in case of emergency.

Flood Special Circumstance– Flood off site

If a flood occurs when students/teachers are unable to evacuate with the rest of the school, the following guidelines should be observed:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Air Pollution / Smog

It is recommended that protective measures be taken by sensitive persons in case of air pollution/smog. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.

- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).

Important! If notified, via the health department that it is unhealthful for students to be outside, the school (Office Manager/Principal) will be notified, via the all-call system. In this case, recesses should be cancelled and schools should follow the “rainy day” schedule for lunch.

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal/designee

Power Loss

If the power goes off (either as an isolated event or as part of another emergency), it may quickly return. In the event of extended power loss to a facility, these precautionary measures should be taken to keep the facilities safe:

- Unnecessary electrical equipment and appliances should be turned off. Power restoration could result in a surge causing damage to electronics and affecting sensitive equipment.

- *If the facility is located in an environment with freezing temperatures:*
- Turn off and drain the following the fire sprinkler system, standpipes, potable water lines, and toilets in the event of a long term power loss.
- Equipment that contains fluids that could freeze without heat should be moved to heated areas or drained of liquids.

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to room temperature before energizing to prevent condensate from forming in the circuitry.
- *In freezing environments:* Fire and potable (drinking) water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

When someone learns of a threat near the school campus (ex. violence or criminal activity in the neighborhood), he/she should initiate a <u>Lockdown Procedure</u> as follows:

1. Call 911 (multiple phone calls to report the same disturbance are OK).
2. Notify the Principal or another school leader ASAP.
3. A school leader should announce that the school needs to go into **Lockdown** over the intercom or through other means (i.e. walkie talkies). For example:
"We have an emergency situation and teachers need to implement a lockdown. Teachers, bring students into classrooms and lock and/or barricade your doors. Do not open your door unless a school leader asks you to. We will be sending an email asking teachers to confirm that they are OK and all students are accounted for – please respond to this ASAP."
4. For updates on the situation, a school leader should call the local police department.
5. The Office Manager should be prepared to share the sign-in/out sheet with School Leaders.
6. The Principal (or an AP, if the Principal is absent) should try to make sure all students in the building are accounted for by having teachers take attendance and report the # of students in their room, the names of students on their rosters who aren't physically in their rooms, and the names of students who aren't on their rosters but are physically in their rooms. (**See also: Accounting for Students During/After an Emergency).**
7. Communicate with parents using our automated calling system another means. Parents should stay away from the school if there is an active situation at the school – they could get in the way of law enforcement responding to the crisis. Consider the following message:

"There is a situation at Rocketship XY and the school is in lockdown. Everyone is safe, and the police have been contacted. For your safety and the safety of our staff and students, please do not call the school and do not come to the school. We will notify you with an update as soon as possible."

8. Notify the **Director of Schools** (when safe to do so) to initiate a crisis response (See also: Crisis Response Plan).

9. Wait until you hear from law enforcement to end the lockdown. When the lockdown ends, get contact families and let them know what your plan is for emergency dismissal and if you will use additional safety measures during dismissal (e.g. checking walker rider cards at two locations and/or asking for photo IDs).

Upon hearing the Lockdown order, teachers should:

1. Bring all students inside (even if they don't belong in your class)
2. Lock the door if you can. If not, barricade with furniture.
3. Turn off the lights.
4. Close the curtains/blinds.
5. If there is shooting, have students hide behind internal barricades away from windows and wait silently.
6. Turn on your walkie and check your email. Wait for instructions from school leaders.
7. Do not allow students to exit the classroom. No bathroom breaks!
8. When asked by your school leaders, use the paper roster in your classroom to take attendance and then send an email to your school leaders (Principal, APs, BOM, and OM) with three pieces of information:
    a. # of students currently in your classroom;
    b. Names of students on your roster who aren't currently in your classroom;
    c. Names of student who isn't on your roster but is in your classroom at that time (See also: ACCOUNTING FOR STUDENT DURING/AFTER AN EMERGENCY)
9. There is no way to predict how long a lockdown will last. Keep kids quiet and comfortable. Consider handing out hard candies to help kids cope with the stress. If a lockdown lasts for an hour or more, consider handing out small bottles of water (no bathroom breaks!) and/or granola bars.
10. Kids will have questions – be prepared. All Rocketeers should understand what it means to go into "lockdown" and that we go into lockdown to stay safe when there's a threat (burglar, wild animal, or violence) near our school.
11. **Remember to….Turn on your Walkie-Talkie, Keep it Quiet:** Teachers and YMCA/City Year/Field Crew & After School staff must have a charged & functioning Walkie Talkie in their classroom or on their body, if outside. Walkie Talkies are charged/stored in the Staff Room at night.

Intruder With a Weapon

Note on Students With Weapons:

When a student is discovered on campus with a deadly weapon:

- The Principal (or other school leader) shall be notified ASAP
- If the student poses an active threat to the school (e.g. student will not give up the weapon), the Principal or designee shall implement a school-wide emergency response, initiating a Lockdown and calling 911.

- If no imminent threat is posed (e.g. a knife was discovered in a student's backpack and immediately confiscated), the Principal shall take the student to the school's front office and deal with the situation using standard Rocketship disciplinary procedures.

<u>If an intruder enters the school campus with a deadly weapon, everyone should do the following:</u>

1. Do not confront the intruder. Follow the Window of Life principle and take personal protective action first: get to a safe location with the **door locked and/or barricaded**.
2. Warn those immediately around you and if possible, notify the principal or another school leader ASAP. All staff can and should **make the Lockdown call** over the intercom or walkie talkies rather than waiting for the principal or school leader.
3. **Call 911.** Give as many details as you can about the intruder's identity, location, and the kind of weapons he/she has. Please also use as many descriptive details about the intruder as you can, including: gender, age, ethnicity, height/weight, clothing and other remarkable characteristics such as piercings, jewelry and tattoos.
4. Follow the **Lockdown Procedure** described above.

Shooting (Drive-by, Neighborhood)

If shooting occurs at or near a school site, the immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Direct staff and students to lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
3. License plate number
    a. Type of vehicle
    b. Occupants
    c. Weapons

Immediately after the vehicle is gone:

1. Alert the Principal
2. Call 911.
3. **Principal/Designee** will order a **Lockdown** for staff and students (See **Lockdown Procedure** above). This order will stay in place until law enforcement arrives and gives the all clear.
4. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
5. Immediately notify the Principal of any injuries and report the extent of the injuries.
6. Stay with the injured until emergency services arrive.
7. The Principal/Designee should contact his/her supervisory Director of Schools to initiate a crisis response (See also: Crisis Response Plan).
8. If the media arrives, they should be directed to the Principal/Designee.

REMEMBER- Students will model their emotional reaction after yours. STAY CALM.

Hostage Situation

If a hostage situation arises at a school, do the following:

1. Notify the **Principal** or another school leader ASAP.
2. Stay calm and keep students as calm as possible.
3. Do NOT be a hero; Follow the captor's instructions.
4. Cooperate and be friendly. Don't argue with or antagonize the captor.
5. Inform captors of medical or other needs.
6. Be prepared to wait – elapsed time is a good sign.
7. Don't try to escape and don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard, including details about the captor's appearance (gender, ethnicity, height/weight, clothing, tattoos, etc.).
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

Upon hearing of a hostage situation at the school site, the Principal or BOM should:

1. Call the police ASAP.
2. Move other students and teachers away from the hostage situation, if safe. Avoid making announcements over the loudspeaker if this could antagonize the captor.
3. Keep everyone as calm as possible.

Shelter-in-Place (or "Soft" Lockdown)

A Shelter-In-Place order means that a situation has occurred that requires students and staff to remain inside with limited exposure to outside air (turn off the air conditioning). An example of a Shelter-in-Place emergency would be a fire in a nearby factory that is releasing toxic fumes into the air.

1. The Principal or BOM will make an announcement to signal a shelter-in-place, such as "we have received information about a fire at a manufacturing plant nearby that is releasing toxic fumes. Students and staff should get inside. Teachers, close the windows to your classrooms. We will be turning off the air conditioning. Please stay inside and continue teaching with the windows shut. I will be sending out an email that you should all respond to once you have taken attendance."
2. The Business Operations Manager should turn off the HVAC system.
3. When the announcement has been given, Teachers should lead all students indoors and into their classrooms and shut the doors and windows. It is a good idea to stuff a towel or sweatshirt under the door, if available. Once inside, teachers should take roll.

4. The Principal or BOM will send out an email to teachers asking teachers to confirm that they are OK and that all students are accounted for.
5. If safe to do so, the BOM should walk through the campus to make sure that all windows are shut and doors are closed.
6. Teachers should respond to the email confirming they are OK or alerting the Principal that students are missing. If students are missing, the Principal will decide if a search and rescue mission is safe.
7. If necessary, BOM should shut off the gas and power systems for the building.
8. The Principal or BOM should contact the authorities (local Fire department) to find out when it is safe to release students/end the Shelter-in-Place drill.

Car/ Bus Accident

In case of a car or bus accident on/near the school premises, the Bus Driver or First Responder to the Scene should take charge of emergency response actions.

1. Remain calm and call 911 immediately. Report any and all details, including if another vehicle was involved the make/license plate number, and details about the driver.
2. Contact the school Principal**.** The Principal or designee should call the Head of the Region immediately and also contact the bus owner/contractor.
3. The driver or First Responder should care for the immediate needs of his passengers to the extent possible and also to the non-passengers involved in the accident, if possible.
4. The driver and First Responder(s) should wait for the emergency responder personnel (fire, ambulance, etc.) to arrive. Even if an ambulance is not needed, the First Responder should also and driver should wait on the premises while the driver(s) and principal report the accident
5. Afterward, preserve the accident to the extent possible – don't move things except in the service of helping victims.
6. The driver may not authorize any passenger to leave or be taken from the accident scene. If there are children on the bus, a staff member must supervise dismissal.

Threat to School

If a school is threatened over the phone (e.g. bomb threat, terrorism), the caller needs to keep cool and try to remember as much information as possible from the caller.

Person Receiving the Threat

The person who receives the threat has the best information for police to follow-up on.

- Try to keep the caller on the line – don't hang up!
- Get as much information as possible from the caller and write down what you're hearing:
    - Is the caller a male or a female? Adult or child?

    - What did the caller's voice sound like? High? Soft? Whispery? Deep? Raspy? Intoxicated?
    - Did the caller have an accent?
    - Did you hear anything in the background? Cars/street noise? Dog barking? Music? Voices?
    - What specifics did the caller give about the threat (e.g. a bomb will explode in the servery tomorrow at noon)?
- After the caller hangs up, report immediately to the Principal or nearest school leader.
- Call 911 and report these details.

Upon hearing of a threat to the school, the Principal:

- Makes sure 911 is called immediately, and that the person receiving the threat has either called or is available to provide first-hand information to the 911 receiver.
- Assumes command of the emergency until replaced by the fire department/Sheriff's Department**.**

Specific Situation: Bomb Threat

- BOM or designee leads an evacuation of the building. "Your attention please. Your attention please. Evacuate the building – Evacuate the building."
- The principal and BOM should conduct a sweep of the school grounds after the evacuation to make sure everyone is out.
- Teachers should: visually scan their room – is there anything out of place? Any students missing?
- Count students quickly before leaving and grab the safety clipboard.
- Leave doors unlocked and turn off lights when leaving.

Specific Situation: Shooting Threat

- The BOM shall implement a hard lockdown order until police arrive.
- School Leaders should check all restrooms and the perimeter of the building and lock the gate to keep the area is secure.
- Contact the Director of Schools to initiate a crisis response plan.
- If school buildings are deemed unsafe, School Leaders should arrange for transportation to another site.
- With the Office Manager, the Principal and BOM will contact parents so that they know where to go for an emergency pickup and so that they are not rushing to a dangerous site (i.e. by using OneCall)

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion.** (Note: this plan addresses the emergency response to a terrorist attack resulting in an explosion).

Scenario 1: Explosion on School Property

1. In the event of an explosion, everyone should initiate DUCK AND COVER. Teachers should instruct students to DUCK and COVER.
2. The Principal or BOM will call "911."
3. The Principal/BOM will consider the possibility of another imminent explosion and initiate emergency response actions based on their assessment of the situation. These emergency response actions could include SHELTER-IN-PLACE (low threat of another explosion), EVACUATE BUILDING or OFF-SITE EVACUATION.
    a. In the event of an evacuation, the Principal will direct the Office Manager or designees to make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
    b. The Office Manager will take the Emergency Cards, Sign in/Sign Out Sheets, and the First Aid Kit with him/her to the assembly point. The Office Manager must make sure all Physically-Challenged Students and staff are assisted out of the buildings.
    c. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students before leaving, shut the door, and lead their students in an orderly fashion on the established route to the assembly site.
4. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
5. If students or staff are injured, the Office Manager will direct the First Aid Team to set up a station and tend to the injured.
6. The BOM will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
7. The Principal/BOM will notify the Head of the Region to initiate a Crisis Response Plan (See also: Crisis Response Plan).
8. Members of the Traffic and Security Team, under direction of the BOM, will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
9. The Student Release/Communications Team will notify parents of emergency release plans and procedures (e.g. using OneCall).
10. An area affected by an explosion will not be reopened until an appropriate agency provides clearance and the **Principal/designee** gives authorization to do so and a qualified fire suppression and hazmat team has inspected the building.

Scenario 2: Risk of Explosion on School Property

1. The Principal and BOM will initiate the appropriate emergency response based on available information. This may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. In the event of an evacuation, the BOM will make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
3. The Office Manager will take the Emergency Cards, Sign-in/Out sheets, and First Aid Kit with him/her to the assembly point.

4. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students (if safe to do so) before leaving, and proceed to the assembly site.
5. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
6. The Principal or other school leader will call "911."
7. The BOM, will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
8. The Principal/designee will notify the Head of the Region and initiate a crisis response (see also: Crisis Response Plan).
9. All affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee issues authorization to do so.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The Principal or BOM will initiate a SHELTER-IN-PLACE emergency response.
2. The Principal or BOM will notify "911."
3. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The **Principal or BOM** will initiate the SHELTER-IN-PLACE emergency response. The Office Manager or designee will communicate this order to teachers, and teachers will make sure students follow this order
    a. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
    b. The **Principal/designee** will notify "911."
2. After the initial blast, the **Site Communications Team** (Principal, APs, BOM) should lead an effort to remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
3. Under direction of the BOM, the Utilities and Hazards Team will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
4. The Principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
5. At the Principal/designee's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
6. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance.

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are OUTSIDE, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems. (Shelter-in-Place)
- Steps for self-decontamination:
- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water

Chemical Spills and Hazardous Substances

When a large chemical spill has occurred:

- Immediately notify the BOM and Principal
- Contain the spill with available equipment (See “Location of Safety Equipment” list in the safety clipboard)
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup (See the Emergency Contact list in your safety clipboard)
- Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the designated official (Principal)
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures
- The name/number to call for chemical spill cleanup in included in the Emergency Contact List in in your safety clipboards.

Hazardous Substances:

Hazardous Substances include, but are not limited to, the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner

Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

If you encounter a spill, always call for assistance (See the Emergency Contacts on your Safety Clipboard) and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

Biological / Chemical Incident

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Regional Team of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance.

The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.

8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Traffic and Security Team (under direction of the Business Operations Manager) will establish a safe perimeter around the affected area and keep personnel from entering the area.
3. The Principal/designee will call "911" and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of emergency.
4. The Principal/designee will notify the Head of the Region of the situation to initiate a crisis response.
5. The Utilities/Hazards Team (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid Team (led by the OM) should assess the need for medical attention.
7. The Site Communications Team (Principal, APs, BOM) should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Utilities/Hazards Team (under direction of the BOM) will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should

communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.
4. The Principal/designee will call “911”, and the local emergency management warning agency.
5. The Principal/designee will notify the Head of the Region of the situation.
6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Fire Drill

1. The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
2. Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
3. At the assembly site, teachers should take attendance.
4. The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Lockdown Drill

1. Students, staff, and families should be prepared for the lockdown drill prior to the announcement. Teachers could discuss the lockdown drill with students as “learning what to do in case a burglar comes into the school.”
2. The **Principal or designee (e.g. OM)** will make an announcement over the loudspeaker indicating that the lockdown drill has begun: “Staff and Students: This is the beginning of our lockdown drill. Teachers, please barricade your doors and count your students.”
3. **Teachers** should follow the lockdown procedure: Bring all students into the classroom, lock the classroom door (as possible), barricade the door, turn off the lights, build interior barricades, and keep students calm and quiet in the safety triangle, a safety triangle is a location in the room where you can not be seen through the window in the door (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clapboard.

4. The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.
5. After the drill has been completed, the **Principal or designee** should give the "All Clear" notice over the loudspeaker.
6. The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:

1. The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: "We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible."
2. **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
3. The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
4. The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the "Shelter-in-Place" drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
6. Remember to record the drill in the Rocketship Drill Log.

Earthquake Drills

1. The **Principal or designee** (e.g. Office Manager) will make an announcement over the loudspeaker to indicate the start of the drill.
2. Teachers should instruct their students to **DUCK, COVER, and HOLD**.
3. Students and staff members should duck or drop to the floor, take cover under a sturdy desk or table (keeping their backs to the windows), cover their heads with their hands, and hold onto the furniture for stability.
4. The Principal should wait for four minutes and then announce: "The Earthquake is over."
5. If desired, classes can also practice evacuating after an earthquake. The Principal (or designee) should announce: "We are now evacuating to our primary assembly site."
6. Staff and students can get out of the ducking position and prepare to evacuate:
7. Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
8. When leaving the room, the door should be left OPEN.

9. Students and staff should proceed to the assembly site using their predetermined evacuation route. At the assembly site, teachers should take attendance.
10. The Principal (or designee) should conduct a walkthrough of the building to make sure that all students and staff have evacuated and that doors have been left open.
11. At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.
12. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone leave their door open? Did they take their safety clipboards with them?
13. Remember to record the drill in the Rocketship Drill Log.

Severe Weather/Tornado Drill

1. The **Principal** or designee should announce the beginning of the drill over the intercom.
2. **Teachers** should quickly count their students, grab the safety clipboard, and lead students in an orderly fashion to the designated indoor safe site. Students should then be directed to assume a ducking position, facing the interior wall, and cover their heads with their hands. The teacher should take attendance if the count of students doesn't match the number in their students.
3. The **Principal or designee** should conduct a hall sweep to make sure all students and staff have followed directions to evacuate.
4. Once all students are assembled, the **Principal** or designee should wait for three minutes and then announce that the drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Administering Medications to Students (Policy)

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the Rocketship Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any medications that need to be administered, and administering the medication.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information:
    a. School name and phone number
    b. Building address including nearest cross street(s)
    c. Exact location within the building
    d. Your name and phone number
    e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. Stay calm. Keep victim warm with a coat or blanket. Do not leave person unattended.
7. Do not move the victim unless there is danger of further injury.
8. Do not give the victim anything to eat or drink.
9. Draft a written incident report and submit it to School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident**.

First Aid (Illness/Injury)

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.
Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.
School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. Teachers are to have the opportunity to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers, support staff, and volunteers.
As possible/safe, students will be referred to the **Office Manager** for minor accidents and incidents.

Minor Accidents: For minor accidents, use the First Aid Kit located in the Front Office.

Poisoning: If a student ingested a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.
2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness: If child complains of illness, question him/her to determine severity.
For minor illness, the teacher should have child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with note to the Office Manager (or call office for escort).
If student is too ill to walk to office, call the Office Manager for immediate help and explain severity of situation. If the child feels sick after fifteen minutes, the child may be sent home.
Convulsions: If a child has convulsions:
1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns:
1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
3 If a burn is severe, call 911.

Insect Bites:
1. Remove stinger if possible.
2. Apply cold, wet towel
3 Call 911 if systemic symptoms occur (labored breathing, swelling of entire body, etc.).

Bio-Waste:
When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.
A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary). Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office Manager should call parents immediately.

Playground Accidents:
1. Render first aid on playground if necessary
2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Rescue Breathing
1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed:
- Have the child sit down and lean forward.
- Stop bleeding with a cloth

Wounds:
1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
a. Have victim sit or lie down
b. Apply direct pressure to the wound
c. Treat for shock (keep them calm)
d. Do NOT move the victim unless absolutely necessary
e. Call 911

Choking
If the child is unable to breath, cough, speak, then:
1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock: If a child has suffered an electric shock, do NOT touch them. Call 911.

Major Incident
- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified

Resuscitation Orders
School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.
Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Head Lice Policy

Consistent with the Rocketship Education Head Lice Policy, in order to prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the Office Manager as soon as possible. The Office Manager shall examine the student and siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in a class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.
Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.
Excluded students may return to school when reexamination by Office Manager shows that all nits and lice have been removed.
See also:
Rocketship Head Lice Policy

First Aid, CPR, and Health Screening Policy

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end,

Rocketship expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

First Aid Kits: Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR: Administrators (Principals and Assistant Principals) and School Office Personnel (Business Operations Managers and Office Managers) are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. The Business Operations Manager will be responsible for maintaining these records.

Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Adult and pediatric CPR and First Aid training will also be offered to all support staff and volunteers.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are: Peanuts, tree nuts, fish, shellfish, egg, cow's milk, sesame, soy, insect stings, latex, and certain medications.

*Anaphylaxis is potentially life threatening and always requires an emergency response***.**
It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and Signs:

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light-headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

1. Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
2. If the instructions indicate the use of an adrenaline auto injector (EpiPen), staff (e.g. Office Manager) should administer the EpiPen **(See Following Page for Detailed Instructions)**
3. Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
4. If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)
5. Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
6. Maintain airway, breathing and circulation at all times
7. Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

1. Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
2. Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
3. Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. If anaphylaxis symptoms occur, call 911). Stay with the victim. Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. Prepare to administer EpiPen.
    a. For students in second grade or below, or if less than 66 lbs, use White label EpiPen Jr (0.15 mg)
    b. For adults and students in third grade or above, or if more than 66 lbs, use Yellow label EpiPen (0.3 mg)
    c. The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911 for continued care.*
5. EpiPen Administration Procedure:
    a. Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.
    b. Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip. (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
    c. Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click. (The EpiPen can be injected through the victim's clothing, if necessary.)
    d. Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh. (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
    e. Remove the EpiPen and massage the injection area for several seconds.
    f. Check the black tip:
        i. If the needle is exposed, the dose has been delivered
        ii. If the needle is not exposed, repeat steps b through e
    g. Dispose of the EpiPen in a "sharps" container or give the expended EpiPen to the paramedics.
    h. Call 911, if not previously called.
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.

9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expended EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

DO NOT HESITATE to administer Epipen and to call 911, even if the parents cannot be reached.

- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.

Please also see Rocketship Education Medication Administration Policy.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading the wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.

Students with Asthma:

If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.

Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:

1. Very fast or hard breathing.
2. Skin sucking in over child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:

1. Stay with student, call for help, and have someone call 9-1-1.
2. Keep student sitting upright.
3. Ask student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other workplaces, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of an Rocketship school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

The following are among the most common communicable diseases in school/childcare settings:

- **Chickenpox:** Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.
- **Common Cold:** The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.
- **Fifth Disease:** Fifth disease, a mild, usually non febrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy

treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

- **Hepatitis B:** Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.
- **Influenza (Flu):** Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.
- **Measles:** Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.
- **Meningitis (Bacterial):** Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococcemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **Meningitis (Viral):** Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal cord. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **(MRSA) Methicillin-Resistant Staphylococcus Aureus:** MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

- **Mumps:** Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious form 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.
- **Tuberculosis:** TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.
- **Whooping Cough (Pertussis):** Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symptoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing following by a "whoop." A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits. (Adapted from: http://www.uft.org/our-rights/meningitis-viral)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak **(3 or more confirmed cases)** of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

1. The Principal reports incident to the Director of Schools.
2. The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
3. If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)
4. The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)

5. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
6. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
7. The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-compliant (unvaccinated) children* or those with *religious exemptions* to vaccination

Bloodborne Pathogens Safety Procedures

Rocketship Policy on Bloodborne Pathogens Safety

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens.

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, bloodborne pathogens:

- Being prudent and wise in their work to minimize exposure to bloodborne pathogens
- Never underestimate the risk of exposure to bloodborne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to bloodborne pathogens.

To keep this policy current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees.
- Whenever an employee is exposed to a blood borne pathogen.

Methods of Compliance

To effectively eliminate or minimize exposure to bloodborne pathogens, Rocketship has implemented the following methods of compliance.

- Universal Precautions: Rocketship observes the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- Engineering Controls: When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to bloodborne pathogens including
- Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to employees who have potential for exposure.

- Containers for contaminated sharps have the following characteristics:
    - Puncture-resistant
    - Color coded or labeled with a biohazard warning label
    - Leak-proof on the sides and bottom
    - Specimen and Secondary Containers which are:
        - Red in color
        - Puncture-resistant, when necessary
        - Color coded or labeled with a biohazard warning label
        - Leak-proof on the sides and bottom
- Workplace Controls: Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - *PPE*), clean-up and housekeeping techniques
- *Hand washing*: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.
- Gloving (and other personal protective equipment - PPE): Gloves and other PPE should be worn at a minimum under the following conditions:
    - At all times when contact is anticipated with blood or other bodily fluids.
    - When the wearer has an open sore or cut and handling bodily fluids or blood.
    - When rendering first-aid.
    - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva
- Clean-Up of Spills: The following safe practices should be followed when cleaning up spills:
    - Always wear gloves and other PPE as necessary to prevent exposure
    - Use towels or other absorbents in conjunction with soap and water.
    - Use approved disinfectants as necessary.
    - Discard absorbents and other materials in appropriate plastic bag labeled for such items
    - Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.
- ***Housekeeping:*** The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
    - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
    - If equipment or PPE become contaminated, immediately remove and replace them
    - Inspect and decontaminate bins, pails or other similar receptacles which may become contaminated
    - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.

- Discard regulated waste in manner consistent with law.
- Discard sharps immediately in containers provided for such.
- Always close containers. If a container is leaking place one container in a second container. Containers for regulated waste other than sharps are red in color and labeled biohazard.
- The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal off site shall be kept by the school.

Information and Training

Employees shall be retrained annually to keep their knowledge of this area current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her designee is responsible for ensuring that employees who have a potential for exposure to bloodborne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard
- The location of this policy and that it is available for review
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, shaRocketship disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible

infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.
The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Employees not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Such a petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

The vaccination program has been implemented for those employees who may be exposed to bloodborne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a "vaccination declination form". The Principal or a designated employee shall notify interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

If an employee is accidentally exposed to bloodborne pathogens during the performance of their work, the following shall be immediately conducted:

- Employees shall receive medical consultation and if necessary, treatment.
- An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
    - Date and time of exposure
    - Location of exposure
    - The type of potentially infectious materials (blood, urine, etc.)
    - Source of infectious materials

    - Circumstances of the exposure (type of work being conducted)
    - Cause of exposure if known (accident, equipment malfunction, etc.)
    - Was PPE being worn
    - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
    - A post-exposure checklist shall be used.
    - Follow-up shall provide exposed employee with the following confidential info:
        - Documentation regarding the routes of exposures and circumstance
        - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
        - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.
    - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations is indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Self-Harm/Suicide Threat

Rocketship Policy on Self-Harm/Suicide Threats

It is Rocketship policy to take threats of suicide or self-harm seriously, whether witnessed directly or heard second-hand. School staff are expected to err on the side of caution, to exercise sound professional judgment, and to practice extreme sensitivity in such situations. School personnel should be informed of the signs of youth depression/suicide.

1. A staff member who is originally made aware of a threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the Principal.
2. A threat in any form must be treated as real and dealt with immediately.
3. No student should be left alone, nor confidences promised to the student in case of a suicide threat. In cases of life threatening situations, a student's confidentiality will be waived.
4. Along with school leaders, school psychologists are all thoroughly trained in crisis response. Principals should use school psychologists as a resource in case of a possible threat of self-harm.
5. The law requires that you do only what is reasonable under the circumstances; for example, you do not need to try to remove a gun or other weapon from the person.
6. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take to stabilize the school community after a traumatic incident (e.g. a suicide threat that is public or an act that is witnessed by other students). The Crisis Response Plan appendix also contains resources around suicide/self-harm that can be shared with parents/guardians.

Emergency Response to a Self-Harm/Suicide Threat

1. Take all threats seriously.
2. If the situation is volatile (i.e. the person has attempted or could attempt self-harm at any moment), call 911.
3. Do not leave a potentially suicidal person unattended – send a runner to notify the Principal ASAP.
4. If other students are in the room with a student who has attempted or is threatening to attempt suicide, they should be escorted to another space.

Important! If a suicide threat is public or traumatic to other students, the Principal should refer to the Rocketship Crisis Response Plan for steps to stabilize the greater school environment.

- The Principal will then contact the child's parent/guardian and tell them of the situation by phone.
- The Principal will then contact the School Psychologist to inform them of the situation and arrange for a risk assessment to be performed with the child ASAP.

- Within 24 hrs, the Principal will provide the child's parents/guardians with written recommendations for treatment and follow-up. These recommendations should include the following:
    - Contact information for the national suicide lifeline: **1-800-SUICIDE** or **1-800-273-TALK**
    - Findings from the school psychologist's risk assessment
    - Recommendations from the school psychologist for follow-up/treatment
    - Written resources on suicide prevention/youth depression
- If a student is known to be in counseling, the Principal/designee will attempt to inform the child's treatment provider of what occurred.
- If the parent refuses to cooperate, the Principal should talk to the School Psychologists about options for an involuntary mental health assessment.

Under no circumstances should school staff drive the suicidal student in in personal vehicles. Do not leave the student alone at any time.

Note: If a threat is made during an after-school program, and no school personnel is available, call **1-800-SUICIDE** or **1-800-273-TALK** for help. Inform the Principal of the incident and actions taken.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take following a serious injury or death at the school. The Crisis Response Plan appendix contains resources around suicide/self-harm.

Staff members should know the following:

1. In case of serious injury or death, do not move the victim unless absolutely necessary. Do not leave an injured student alone. Send a runner to notify the Principal and Office Manager ASAP.
2. A School Leader will call 911.
3. The Office Manager should administer First Aid (See Part Four: First Aid and Medical Conditions in this Health/Safety Plan).
4. If students are in the same space as a student who is seriously injured, they should be escorted elsewhere.
5. Do not make announcements about an accident or incident over the intercom.
6. The Principal should refer to the Rocketship Crisis Response Plan for next steps to stabilize the situation and support the school community.

Policy Appendix

MANDATED REPORTER POLICY

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are legally mandated reporters. **As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a Mandated Reporter. A mandated reporter must make a report to the Department of Family and Children's Services whenever, in his/her professional capacity or within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.**

This "Mandated Reporter Policy" is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act ("Act"), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a "**reasonable suspicion**" of abuse. According to CA Penal Code § 11166(a)(1) "**reasonable suspicion**" means that it is "**objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect**."

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of 18), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or

health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly

promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non--Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is nonphysical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting--out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.
- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

1. The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

2. Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

a. In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (**24) hours a day** by calling the:

Child Abuse and Neglect Center (408) 299--2071

b. If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

3. Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

a. Form SS 8572 (State of CA Suspected Child Abuse Form): http://oag.ca.gov/sites/all/files/pdfs/childabuse/ss_8572.pdf?

b. Instructions for Form SS8572: http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf?

c. If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to:

Santa Clara County Department of Family and
Children's Services Child Abuse and Neglect Center
373 West Julian St. -- Second Floor San Jose CA 95110

4. Joint Knowledge

a. It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you so inform him/her. **REMEMBER, reporting the information to the Principal or any other person shall <u>not</u> be a substitute for your making a mandated report to one of the agencies specified above.**

b. However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report himself/herself.

c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

5. After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge

about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

Immunity from Liability

- Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.
- No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.
- The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.
- In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RSED will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

STUDENT DRESS CODE

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. This policy addresses Rocketship's dress code requirements;

dress code violations; and consequences for students who do not abide by the dress code.

I. Dress Code Requirements

All students are expected to wear the Rocketship uniform to school every day. The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a white, green, or dark purple collared shirt. Students may also wear a Rocketship polo shirt, which can be obtained from a designated vendor. . Each school Principal has the discretion to set more detailed dress codes on his/her campus that align with this policy. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

II. Dress Code Violations

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

III. Consequences of Dress Code Violations

Students who repeatedly do not come to school in uniform may lose privileges in accordance with Rocketship's Student Discipline Policy. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING POLICY

Rocketship desires to provide a safe school environment that allows all students equal access and opportunities in our schools' academic and other educational programs, services, and activities. Rocketship prohibits, at any Rocketship school or activity, discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying ("DHIB"). This policy shall apply to all acts related to school activity or to school attendance occurring within a Rocketship school. It covers definitions; prohibitions against discrimination, harassment, intimidation, and bullying; free speech protection; duties of school personnel; reporting and investigating complaints; discipline; notification; and bullying prevention efforts.

I. Definitions

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Cyberbullying" includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

II. Prohibitions Against Discrimination, Harassment, Intimidation, and Bullying

Rocketship prohibits discrimination, harassment, intimidation, and bullying as defined in this policy. This includes discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental

status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Additionally, in accordance with state and federal law, Rocketship will not exclude or deny any student from any educational program or activity because of pregnancy, childbirth, false pregnancy, termination or pregnancy, or recovery therefrom. Rocketship will, as necessary, make reasonable accommodations to a lactating pupil on a school campus.

Additionally, Rocketship will adopt curriculum and instructional methods and materials, and electronic communication policies that promote a safe environment free of discrimination and harassment.

III. Free Speech Protection

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, EC §§ 48907 and 48950, and other applicable law.

IV. Duties and Responsibilities of School Employees

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (EC § 234.1(b)(1))

V. Reporting and Investigating Complaints

Students, parents or other stakeholders have the option of filing a formal complaint of DHIB through Rocketship's Uniform Complaint Process or General Complaint Policy. If an individual wishes to file a formal complaint, the school will assist the individual in determining the appropriate type of complaint and accessing the appropriate materials. If a formal complaint is filed, Rocketship will investigate in accordance with the procedures set forth in the applicable complaint policy.

The Principal may also become aware of an alleged incident of DHIB through means other than a formal complaint. Any employee who has knowledge of DHIB must inform the Principal of the concern as soon as possible. If the Principal becomes aware of a complaint of DHIB through means other than a formal complaint, the Principal shall investigate in accordance with this section:

Prior to the investigation of a complaint of DHIB, the Principal will take steps to ensure the safety of the alleged victim referenced in reported DHIB incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of DHIB or retaliation.

Once a report of DHIB has been received by the school, the following groups will be notified as needed by the Principal so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

- Parents and guardians: Rocketship will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of DHIB behavior about the nature of the incident and the procedures and steps in place for responding to it. The school Principal will determine if parents

or guardians should be informed prior to or after the investigation of an incident.

- Law enforcement agencies: If Rocketship determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the Principal may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

Rocketship will notify these groups of incidents of DHIB only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. Rocketship will make every effort to protect the confidentiality of those who report bullying incidents.

The school Principal is responsible for investigating reports of DHIB. An investigation of an incident will be initiated no more than one day after the Principal receives a report of DHIB and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the Principal will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The school Principal will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of DHIB are prohibited. Written records of the investigation process should be maintained. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of DHIB, the Principal will seek to ensure that the reported incident is one of victimization, a sign of DHIB, rather than of conflict. Thus when investigating a reported incident the Principal will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of DHIB.

The Principal is charged with making determinations as to whether a reported incident constitutes a case of DHIB. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Principal determines that an incident of DHIB has occurred, they should take response steps to prevent the recurrence of an incident and restore the safety of a victim.

If the Principal determines that additional support is needed to conduct a thorough and equitable investigation, he/she may contact Rocketship's Legal team.
If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Principal or designee also may file a complaint with the Internet site or service to have the material removed.
Rocketship prohibits retaliation against anyone who makes a complaint.

VI. Discipline

Any student who engages in DHIB on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline,

which may include suspension or expulsion, in accordance with school policies and regulations.

VII. Notifications

The policy shall be publicized, including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board and the general public. The information shall be translated pursuant to Education Code § 48985. This policy shall be posted in all schools and offices, including staff lounges and pupil meeting rooms. (Education Code §§ 234.1(c) and (d))

VIII. DHIB Prevention

To the extent possible, school strategies shall focus on prevention of DHIB by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to DHIB, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of DHIB.

The school may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

SECLUSION AND RESTRAINT POLICY

Rocketship is dedicated to using the Positive Behavior Intervention and Supports framework to proactively teach and reinforce positive behaviors. Additionally, Rocketship has Student Discipline and Suspension and Expulsion policies to address a spectrum of behavioral infractions. However, Rocketship recognizes the possibility that emergency situations may arise where it becomes necessary for staff to use a seclusion or restraint to protect the safety of students. This policy addresses definitions of seclusion and restraint; requirements that staff must meet when using seclusion and restraint; recordkeeping requirements; and guidelines for staff to consider when using seclusion or restraint.

I. Definitions

“Seclusion” is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The following are *not* considered “seclusion” for the purposes of this policy:

- *Time-out from reinforcement as a form of strategic behavior modification.* Staff members may limit a student’s access to reinforcement in an effort to extinguish an inappropriate behavior. When this is a part of an approved behavior modification program, the student is monitored in a non-locked setting, and as long as the student is not physically prevented from leaving the alternative space, this is not considered seclusion.
- *Students voluntarily accessing a separate space as to facilitate de-escalation or problem-solving.* Again, as long as students are monitored and not being physically prevented from leaving, this is not considered “seclusion.”

"Restraint" is defined personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The following are *not* considered "restraint" for the purposes of this policy

- *Physical escort.* Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location

- *Behavioral interventions as a means of calming or comforting*. For example, proximity control, verbal soothing, or sensory inputs (such as a "squeeze") might be used as a component of an approved behavior modification program and are not considered "restraint."

"Emergency circumstance" is defined as a circumstance that meets both of the following criteria:

- Intervention is necessary to protect the student or another person from imminent, serious physical harm; and
- Other less intrusive, non-physical interventions have failed or have been determined inappropriate.

II. Requirements for Use of Seclusion and Restraint

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

In accordance with state law,Rocketship personnel may not use or authorize any seclusion or restraint intervention that does any of the following:

- Is designed to, or likely to, cause physical pain, including electric shock;
- Involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student;
- Denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- Is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- Employs a device, material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- Is a locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- Precludes adequate supervision of the student;
- Deprives the student of one or more of his/her senses.

A space used for seclusion shall, at a minimum, be free of objects and fixtures with which a student could self-inflict bodily harm, shall provide school personnel an adequate view of the student from an adjacent area, and shall provide adequate lighting and ventilation. If the room does not include a window that allows school personnel to see the student at all times, then a staff member must remain in

the seclusion area with the student.

The use of physical restraint shall include a degree of force and duration that do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others. Physical restraint should not be used if there are any medical contraindications to its use.

If school staff are unable to resolve the matter with the use of seclusion or restraint in accordance with this Policy, the student shall be allowed to remain in place until local law enforcement officers can be summoned to relocate the student or take the student into custody.

III. Recordkeeping

Rocketship shall maintain written incident reports for each incident involving a restraint or seclusion. The reports shall be placed in the student's permanent file and maintained as part of his/her education record. Rocketship will promptly contact a student's parent/guardian plan if a seclusion or restraint is used on that student during the school day and will provide the parent/guardian with a copy of the incident report within one school day.

A Behavior Emergency Report Form must also be completed following the use of a physical restraint with a child with a disability. This form must be provided to the student's parent/guardian within one school day and a copy must be filed in the student's special education records.

The incident report and, when relevant, Behavior Emergency Report form will include the following information:

- Location of the incident leading to restraint/seclusion
- A description of the incident, including the names of any persons involved and details of any injuries sustained as a result of the incident
- Time and duration of restraint/seclusion
- Staff members involved
- Interventions attempted prior to restraint/seclusion
- Whether the student is currently engaged in any systematic behavioral intervention plan
- Description of attempts to de-escalate prior to restraint/seclusion
- Description of the student's behavior that promoted the need for restraint/seclusion
- Description of any injuries sustained by the student or staff during the restraint/seclusion

Rocketship will retain all reports prepared under this policy and will track the number of incidents of seclusion and restraint used during the school year, including the total number of students with disabilities who were involved in the incidents.

IV. Training

All School Leaders and ISE personnel are trained in the Nonviolent Crisis Intervention program annually. Previously-certified staff members participate in a shorter "refresher" course annually. The Nonviolent Crisis Intervention program is the worldwide standard in crisis prevention and intervention, and the program is aligned with each of the aforementioned guiding principles for the use of restraint and seclusion.

V. Guiding Principles

In addition to following the requirements and procedures for using a seclusion or restraint outlined in Sections I-IV of this policy, Rocketship staff will abide by the following 15 principles from the U.S. Department of Education to guide the use of seclusion and restraint at all Rocketship schools.

- Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.
- Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a chemical, drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional).
- Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. (See Sections I-II above.)
- Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.
- Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.
- Restraint or seclusion should never be used as punishment or discipline (i.e. placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.
- Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child.
- The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.
- Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.
- Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.
- Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. (See Section III above.)
- Parents should be informed of the policies on restraint and seclusion at their child's school or

other educational setting, as well as applicable Federal, State, or local laws.

- Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child. (See Section III above.)

- Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.

- Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles. (See Section V above.)

VI. Students Receiving Special Education Services

Different states have different laws that govern the use of seclusion and restraint on students receiving special education services. The legal requirements for each state in which Rocketship schools are located are addressed in turn below. *Each school is required to follow the law for the state in which it is located.*

California

Under EC § 56521.1, if a behavioral intervention report is written for a student with special needs who does not have a behavioral intervention plan, the designated administrator responsible for the student's IEP must, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a behavioral emergency report is written for a student with special needs who has a positive behavioral intervention plan, the IEP team will review the incident if it involves a previously unseen serious behavior problem or if a previously designated intervention is ineffective. The IEP team will determine whether the incident constitutes a need to modify the positive behavioral intervention plan. D.C.For students with disabilities, restraint and seclusion may be used only when it is included in the student's IEP, Section 504 Plan, and/or Behavior Intervention Plan. The restraint must be used to address specific behaviors under defined circumstances and must be implemented by appropriate staff.

Tennessee

Physical Holding Restraints Not Prohibited

Under T.C.A. § 49-10-1305(e)(3), the use of a physical holding restraint on a student receiving special education services is *not* prohibited in the following circumstances:

- The brief holding by an adult in order to calm or comfort;
- The minimum contact necessary to physically escort a student from one area to another;
- Assisting a student in completing a task or response if the student does not resist, or if resistance is minimal in intensity or duration; or
- Holding a student for a brief time in order to prevent any impulsive behavior that threatens the student's immediate safety.

In any of the above circumstances, Rocketship is not legally required to notify the student's

parent/guardian.

Isolation Room Guidelines

Under T.C.A. § 49-10-1305(g), any space used as an isolation room for a student receiving special education services must meet the following conditions:

- Unlocked and incapable of being locked;
- Free of any condition that could be a danger to the student;
- Well-ventilated and temperature controlled;
- Sufficiently lighted;
- Where school personnel are in continuous direct visual contact with the student at all times;
- At least 40 square feet; and
- In compliance with all applicable state and local fire, health, and safety codes.

IEP

Under T.C.A. § 49-10-1304(d), individualized education programs (IEPs) that provide for the use of isolation or restraint in emergency situations shall also contain a data driven functional behavioral assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals.

If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time, then an IEP meeting shall be convened within 10 days following the use of the isolation or restraint. If the behavior precipitating the action also warrants a change of placement, the child will have all rights provided under applicable federal and state law.

Wisconsin

Under Wis State. § 118.305(5), the first time that seclusion or physical restraint is used on a student with a disability, the student's IEP team must convene as soon as possible after the incident. The IEP team must review the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern. The IEP should be revised if necessary.

SUSPENSION AND EXPULSION POLICY

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

If a situation does arise where a Principal feels that the student should be suspended and/or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations and after review of Education Code Section 48900 *et seq.,* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language of the Rocketship policy closely mirrors the language of Education Code Section 48900 *et seq.* It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities. This policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

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

Grounds for Suspension and Expulsion

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action

for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Discretionary Suspension or Expellable Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or blade unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Students in grades K-3 may not be suspended for disruption or willful defiance. No student in grades K-5 may be expelled for willful defiance.
12. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether

or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.
18. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.
21. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
    A) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

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

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

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

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

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

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

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

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

iii. An act of cyber sexual bullying.

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

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

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

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

In California, in accordance with Education Code Section 48900, a student must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

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

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

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

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

Suspension Procedures

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

Suspensions at Rocketship will adhere to the following procedures:

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

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

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

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

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

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

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

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

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

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

Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the neutral and impartial Academic Affairs Committee, a committee of the Board. The neutral and impartial Academic Affairs Committee shall consist of three board members. A student may be expelled either by the Academic Affairs Committee following a hearing before it or upon the recommendation of a neutral and impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel be employed by the staff of the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

Expulsion Procedures

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

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

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

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

- The student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspension.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

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

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

Written Notice to Expel

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

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 calendar days of receipt of the appeal. The student shall have no right to appeal from expulsion from Rocketship as the decision by the Academic Affairs Committee after recommendation by an administrative panel or by the Board of Directors after the Academic Affairs Committee hearing decision to expel shall be final.

Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

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

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

Notice to Teachers

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

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

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

Due Process Appeals

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

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

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

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

Special Circumstances

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

CAMPUS ACCESS AND VISITOR POLICY

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the front entrance; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus.

I. Front Entrance

At all times during the school day, the front office to each Rocketship campus will be supervised by a Rocketship staff member.

Ensuring that the front office is manned at all times is a primary responsibility of the school's Office Manager. If the Office Manager is unable to be at the front desk for some reason, he/she is responsible for finding another Rocketship staff member to be present. Individuals who are not Rocketship staff members should NOT be asked to cover the front desk.

II. Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program..

III. Visitor Registration and Passes/Badges

- All visitors (including Rocketship Education regional and national staff members) are required to register with the front office immediately upon entering any school building or grounds during school hours.
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering in the front office, visitors who are not Rocketship employees will be issued a Visitor's Pass that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive personal identification badges from the Rocketship Human Resources department. Network Support staff must display their badge on their persons at all time while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- Any visitor may be asked to provide personal identification at any time.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the

visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

IV. Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time.

Parent/guardians who want to visit a classroom during school hours must first obtain written approval from the classroom teacher and the Principal or designee.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

V. Barring Individuals From Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to bar a disruptive individual, but they must follow Rocketship's internal protocol and comply with all applicable state laws. Principals may not bar an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department.

It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

VI. Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters a campus without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period..

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

HEAD LICE POLICY

Head lice are parasitic insects that are found on the head, eyebrows, and eyelashes of affected people. Head lice are spread through direct contact with the hair of an infected person and are often spread in elementary schools. This policy was created to minimize the potential for head lice outbreaks at Rocketship schools. The policy addresses examination protocols; notices to families; and the process for a student who has been infested to return to school.

I. Examination

If student is suspected of having head lice (i.e. constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household.

II. Sending a Student Home

If a student is positive for live head lice, the student is to be promptly sent home with information to the parents regarding treatment and control measures. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

III. Exposure Notice

If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

IV. Returning to School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school

nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of lice or nits, the student may return to school.

MEDICATION ADMINISTRATION POLICY

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with California laws and regulations. This policy addresses required documentation of student medication needs; staff administration of mediation; student self-administration of medication; the use of epinephrine and asthma inhalers; emergency situations; and documentation and training requirements.

I. Medication Authorization Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form. In accordance with EC § 49423 and 5 C.C.R. § 601(a), the Medication Authorization Form must include:

- Student's name and date of birth;
- Name of the medication to be administered and the reason for administration;
- Amount or dose of the medication;
- Method of administration;
- The time the medication is to be administered at school;
- Possible side effects;
- For medication prescribed on an as-needed basis, the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation;
- For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement;
- Name, address, telephone number, and signature of the California authorized health care provider.

The student's parent/guardian must also provide Rocketship with a written statement indicating their desire that the school assist the student with medication administration as set forth in the Medication Authorization Form.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

II. Staff Administration of Medication

Pursuant to 5 C.C.R. § 604, medication may be administered to students by Rocketship personnel designated by the Principal who are legally able and has consented to administer or assist in administering medication to students..

Parents/guardians may come to Rocketship to administer medication to their child if the parent/guardian signs an agreement identifying who will administer the medication, stating the conditions under which the medication will be administered, and releasing Rocketship from the responsibility of administering the medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Self-Administration of Medication

Under Ed Code § 49423.6 and 5 C.C.R. § 605, Rocketship may allow a student to carry and self-administer medication in accordance with this policy. This includes prescription inhaled asthma medication and auto-injectable epinephrine, which are each further described below in this policy. Any self-administration of medication must be done in accordance with the Medication Authorization Form as described above.

Prior to allowing self-administration, Rocketship personnel must observe the student self-administering the medication and determine that the student is capable to adhere to standard precautions and appropriate handling of the medication.

IV. Storage of Medication

In accordance with Ed Code § 49423, Rocketship may receive medication from a student's parent/guardian to store for use in accordance with a valid Medication Authorization Form. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

All medications must be in original manufacturer packaging. The labeling must be consistent with the written statement from the authorized health care provider in the Medication Authorization Form.

Rocketship will return any unused, discontinued, or outdated medication to a student's parent/guardian as soon as possible after the course of treatment is completed or the medication reaches its expiration. Any medication that cannot be returned to the student's parent/guardian will be disposed of at the end of the school year in accordance with all applicable laws.

V. Documentation Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Authorization Forms, including the emergency contact information for each student. Students who are allowed to carry and self-administer medication will be specified in this list. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication. Rocketship will also maintain accurate records of all incidents where medication was administered to a student at school. The log will include at least the name of the student; the name of the medication; the medication dose and route; and the time the medication was administered.

If a material or significant deviation from the authorized health care provider's written statement is discovered by Rocketship, notification of the deviation shall be given as quickly as possible to the Director of Schools, the student's parent/guardian, and the student's authorized health care provider.

VI. Emergency Situations

Designated Rocketship personnel will be possess valid, up-to-date certifications in first aid and CPR. First aid will be administered whenever possible by trained staff members,

Rocketship personnel who provide life-sustaining emergency medication must receive documented training and maintain current certification in CPR from a recognized source (i.e. American Red Cross or American Heart Association).

School employees with proper training and certification are expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Epinephrine Auto-Injectors

Pursuant to Ed Code § 49414, Rocketship schools in California will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the school does not have a nurse, a volunteer trained in accordance with this policy, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available. The training provided to school personnel shall be in compliance with the requirements of Ed Code § 49414 and any regulations promulgated thereunder.

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

VIII. Asthma Inhalers

Pursuant to Ed Code § 49423.1, students who are required to take, during the regular school day, inhaled asthma medication may be permitted to carry and self-administer the inhaled asthma medication or otherwise be assisted by designated school personnel, provided that Rocketship receives the appropriate written documentation, specified below:

- In order for a student to be assisted by a school nurse or other designated school personnel, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, and the time schedules by which the medication is to be taken AND (2) a written statement from the parent/guardian requesting that Rocketship assist the student with the medication.
- In order for a student to carry and self-administer prescription inhaled asthma medication, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, the time schedules by which the medication is to be taken, and confirming that the student is able to self-administer inhaled asthma medication AND (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing Rocketship Education and school personnel from civil liability if the self-administering student suffers an adverse reaction by taking the medication pursuant to this policy.

These written statements must be provided at least annually, and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

Employee Sexual Harassment Policy
All Regions

Rocketship Public Schools ("Rocketship") is committed to maintaining a working environment that is free from harassment. Rocketship prohibits sexual harassment of Rocketship employees by anyone, in any manner, and shall not tolerate retaliatory behavior or action against a Rocketship employee or other person who complains, testifies, assist or otherwise participates in the complaint process established pursuant to this policy. For the purposes of this policy, Rocketship employees shall include applicants for employment at Rocketship. This policy was written in accordance with California Board Policy and Administrative Regulation 4119.11.

I. Definition

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender in the work or educational setting when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment.
- Submission to or rejection of the conduct by an individual is used as the basis for employment decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment, or adversely affecting the individual's evaluation, advancement, assigned duties, or any other condition of education, employment, or career development.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available or through Rocketship.

Examples of conduct that is prohibited and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way

- Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion

II. Reporting Process and Complaint Investigation and Resolutions

Any employee who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her manager or Rocketship's Director of Human Resources. Within one school day of receiving such a report, the manager shall forward the report to the Director of Human Resources. In addition, any employee who observes an incident of sexual harassment involving an employee shall, within one school day, report his/her observation to the Director of Human Resources. The employee shall take these actions, whether or not the alleged victim files a complaint. In any case of sexual harassment involving the Director of Human Resources or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to Rocketship's Chief Executive Officer or designee.

When a report of sexual harassment is submitted, the Director of Human Resources shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Rocketship's uniform complaint procedures.

III. Investigation of Complaints at School Site Level

The Director of Human Resources or designee shall promptly (within 24 hours) investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

- The employee who is complaining
- The person accused of harassment
- Anyone who saw the harassment take place
- Anyone mentioned as having related information

The employee who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

The Director of Human Resources shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the Director of Human Resources also may discuss the complaint with the following persons:

- The Superintendent or designee
- An employee whose knowledge of the parties involved may help in determining who is telling the truth
- Rocketship legal counsel

When the employee who complained and the alleged harasser so agree, the Director of Human Resources may arrange for them to resolve the complaint informally with the help of a counselor,

teacher, administrator or trained mediator. The employee who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

In reaching a decision about the complaint, the Director of Human Resources may take into account:

- Statements made by the persons identified above
- The details and consistency of each person's account
- Evidence of how the complaining student reacted to the incident
- Evidence of past instances of harassment by the alleged harasser
- Evidence of past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Director of Human Resources may take into consideration:

- How the misconduct affected one or more employees' work
- The type, frequency and duration of the misconduct
- The number of persons involved
- The age and sex of the person accused of harassment
- The subject(s) of harassment
- The place and situation where the incident occurred
- Other incidents in the workplace, including incidents of harassment that were not related to gender.

The Director of Human Resources shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

IV. Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

However, when a complainant or victim of sexual harassment notifies Rocketship of the harassment but requests confidentiality, the Director of Human Resources shall inform him/her that the request may limit Rocketship's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, Rocketship will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies Rocketship of the harassment but requests that Rocketship not pursue an investigation, Rocketship will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

V. Response Pending Investigation

When an incident of sexual harassment is reported, the Director of Human Resources shall determine whether interim measures are necessary pending the results of the investigation. The Director of Human

Resources shall take immediate measures necessary to stop the harassment and protect employees and/or ensure their access to a safe working environment. Rocketship should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to adjust workplace arrangements as appropriate. Rocketship should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when an employee chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

VI. Notifications

A copy of Rocketship's sexual harassment policy shall:

- Be displayed in a prominent location in the main administrative building or other area of the school
- Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the school year, or whenever a new employee is hired
- Appear in any Rocketship publication that sets forth the school's comprehensive rules, regulations, procedures, and standards of conduct

VII. Disciplinary Actions

Any Rocketship employee who permits, engages or participates in sexual harassment or sexual violence of another Rocketship employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted secual harassment if he/she observes such harassment and fails to report to the appropriate authorities, whether or not the victim makes a complaint.

VIII. Prevention

The Director of Human Resources shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

- Providing periodic training to all staff regarding Rocketship's sexual harassment policy, particularly the procedures for registering complaints.
- Publicizing and disseminating Rocketship's sexual harassment policy
- Ensuring prompt, thorough investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary
- Taking timely and appropriate corrective/remedial actions after completion of investigation.

IX. Record Keeping

The Director of Human Resources or designee shall maintain a record of all reported cases of sexual harassment to enable Rocketship to monitor, address, and prevent repetitive harassing behavior in the schools.

This policy is adopted by the Board of Directors of Rocketship Education, Inc.

Date: 11/16/17

Signed _____
Frederick Ferrer, Board President
Rocketship Education

IMMUNIZATION POLICY
California

To promote the health and well-being of all students, and to comply with California laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

I. Immunization Requirements

No student shall be admitted to a Rocketship school unless the school has certification of immunization for that student, or unless the student is exempted pursuant to this policy.

Under CA Health and Safety Code §120325 and 17 C.C.R. § 6020, the California Department of Health requires that all students receive the following immunizations:

- Polio
- Diptheria, Tetanus, and Pertussis (DTaP, DTP, or DT)
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B
- Varicella (chicken pox)

Vaccinations must be administered according to the schedules and doses required by Department of Health guidelines.

II. Conditional Admission

In accordance with 17 C.C.R. § 6035, a student who lacks documentation of having received all required vaccine doses may be admitted conditionally if he/she has commenced receiving doses, is not currently due for any doses at the time of admission, and the parent/guardian is notified of the date by which the student must complete all the required immunizations. A student may also be granted conditional admission if he/she has obtained a temporary medical exemption in accordance with 17 C.C.R. § 6050 and the parent/guardian is notified of the date by which the student must complete all the required immunizations once the temporary medical exemption terminates.

III. Certification

As required by 17 C.C.R. § 6065, the physician or agency performing the immunization must provide the student's parent/guardian with a written record containing the following information:

- Name of the student;
- Birthdate;
- Type of vaccine administered;
- Month, day, and year of each immunization;
- Name of the physician or agency administering the vaccine.

When such a written record is not available, the parent/guardian will be referred to a physician or nurse for review of the student's immunization history and provision of immunizations as needed. The student will not be admitted until satisfactory proof can be shown.

Rocketship will record each student's immunizations on the California School Immunization Record, which will become part of the mandatory student record as defined in 5 C.C.R. § 430.

For students transferring between school campuses in California or from a school in another state to a school in California, if the mandatory permanent student record has not been received at the time of entry to the new school, Rocketship may admit the student for up to 30 days in accordance with 17 C.C.R. § 6070(e). If the mandatory record is not received at the end of the 30-day period, Rocketship will require the parent/guardian to present a written immunization record as described in this policy. If the record is not presented, the student will be excluded from further attendance until he/she comes into compliance with the immunization requirements.

IV. Exemptions

Medical Exemption

Pursuant to Health and Safety Code § 120370(a), students will be exempt from the immunization requirements if the parent/guardian files a written statement by a licensed physician stating that the child's physical condition renders immunization unsafe. The statement will indicate the specific nature and probable duration of the medical condition or circumstances for which the physician does not recommend immunization.

Under Health and Safety Code § 120370(b), Rocketship may temporarily exclude a student from school if there is good cause to believe that the child has been exposed to a disease for which he/she has no proof of immunization until a local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

Personal Belief Exemption

Pursuant to SB 277, Rocketship will no longer accept exemptions related to personal beliefs against immunization. Students who have a letter or affidavit on file as of January 1, 2016, stating beliefs against immunization, will be allowed to remain enrolled until the student enrolls in the next grade span. For the purposes of this policy, "grade spans" are as follows: (1) birth to preschool; (2) kindergarten and grades 1-6, inclusive, including TK; (3) grades 7-12, inclusive.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy	Courtney English, Principal	cenglish@rsed.org (408) 286-3330

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Rocketship Mateo Sheedy opened in August 2007 as the first Rocketship campus in San jose. It opened inside a San Jose church and soon relocated to its permanent campus on Locust Street in downtown San Jose. It currently serves grades TK-5. Approximately 86% of the students are socioeconomically disadvantaged, 42% are English learners, 85% are Hispanic/Latinx and 7% are African American. The school was first renewed during the 09-10 school year, again during the 14-15 school year, and it will be up for renewal again in 19-20. The principal, Courtney English, will continue to lead the school in 2019-20.

Rocketship Mateo Sheedy operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Mateo Sheedy's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Mateo Sheedy also operates under the principles that excellent teachers and leaders create transformational schools and engaged parents are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

Rocketship Mateo Sheedy operates with four core values: respect, responsibility, empathy and persistence. These core values are reinforced in all aspects of Rocketeers' school day, whether they're participating in a core value read aloud, earning "rockets" for demonstrating core values or sharing their core value grades with their parents during report card season.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

We have successfully established a safe and welcoming environment for all students through the use of consistent consequences, implementing effort academy for accountability, and increasing positive incentives and celebrations. Signage and facility changes (lighting, locks, trash, decorations) have further added to our success in this goal area. In general, rocketeers are also self-motivated, and capable of navigating extended periods of work independently. Competency is reflected in increased reading scores in upper humanities.

Next year we would like to make our goals more specific and measurable, alongside publicizing these goals to teachers and families.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

In the area of student culture, we saw a decrease in extreme behaviors. We also made our physical space more warm and welcoming environments both inside and outside of classrooms.

We increased our math performance on the CAASPP test in 2018, achieving at the green level for all students and all groups with an average of 20.7 points above standard. Having small group instruction and guided math similar to guided reading model helped our students achieve in this area. We also implemented Thursday quizzes based on the week's data which go home to parents so parents are not waiting until report cards to find out how their students are doing. We also performed in the green level in Chronic Absenteeism with 7.3% overall. Our office manager supported with

parent engagement by reaching out to families and arranging team meetings for families with tardiness and absences. Teachers had frequent communication with parents when absences occurred. We also worked to make sure that our school is a fun place to be, so kids don't want to miss school.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although we have made strides, we remain focused on improving academic achievement and parent engagement in order to address gaps in achievement and better engage families in academics.

ELA achievement remains an area of focus for Mateo Sheedy. We performed at the orange level (2) overall in 2018. We have focused our efforts on Guided Reading, GLAD for English Learners, GLAD input charts, color coding by genre and other strategies that support students' vocabulary acquisition.

Suspension rate, though low, is an additional area for continued focus, with yellow level overall and 1% in 2018. We have worked through our PBIS team, tracking behavior data over time to find the root causes of behavioral issues. We also included our operations specialists in professional development alongside teachers to gain the same skills in addressing behavior consistently. Among staff, we adopted an "All students are our students" mentality so all staff are invested in the system.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The 2018 CA School Dashboard shows a performance gap in Chronic Absenteeism between overall students (green) and Students with Disabilities (orange). We plan to continue our initiatives around parent outreach and student incentives to ensure growth for these groups.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

School not identified for CSI

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>English Learner Progress Indicator
Maintain above 75%</td><td>2017-18 ELPAC scoring 3 or 4: 89%
2018-19 ELPAC scoring 3 or 4: Data not available yet</td></tr>
<tr><td>ELA Indicator
41%</td><td>2017-18 SBAC ELA % Meeting or Exceeding Standard<table><tr><td>All Students</td><td>49%</td></tr><tr><td>Economically Disadvantaged</td><td>48%</td></tr><tr><td>English Learners</td><td>25%</td></tr><tr><td>Students with Disabilities</td><td>5%</td></tr></table></td></tr>
<tr><td>Math Indicator
48%</td><td>2017-18 SBAC Math % Meeting or Exceeding Standard<table><tr><td>All Students</td><td>62%</td></tr><tr><td>Economically Disadvantaged</td><td>62%</td></tr><tr><td>English Learners</td><td>43%</td></tr><tr><td>Students with Disabilities</td><td>15%</td></tr></table></td></tr>
</table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Mateo Sheedy **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For	RMS used Core Curriculum budget to bolster math curriculum materials, socio-emotional Kimochi materials, and literacy resources. These benefit all students, including EL and those in Special Education because of the inclusion model run in our schools. Additionally, we continued aligning our science curriculum with NGSS and encompass the three Disciplinary Core Ideas of the NGSS: physical sciences, life sciences, and earth science. We also administered NGSS-aligned unit assessments. We integrated science instruction throughout various mediums so that skills that can be applied to subject matter at any time (i.e. recording observations, reading maps, using timelines). By teaching these core subjects in various modalities, we're helping all students, including special education and English Learners master the concepts via the method they respond to best. Social Studies is also integrated into humanities blocks. All students are exposed to social studies concepts, particularly by working to master non-fiction texts. This year we redesigned a portion of the Humanities blocks in order to strengthen students' reading comprehension. In consultation with the Lavinia Group, we implemented professional development and	Core Curriculum: $12,000 LCFF Base (4100) Books: $28,200 LCFF Base (4210)	Core Curriculum: $6,426 LCFF Base (4100) Books: $26,385 LCFF Base (4210)

EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.	instructional resources to design and implement a three-block Humanities program with the following structure: Block 1: Phonics TK-1 Close Reading 2-5 Block 2: Thematic Unit Block 3: Guided Reading		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Personalized Learning** A-2. RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly,	Personalized Learning is one area that is continually improving and evolving at RMS. As we continue to further integrate technology into the classroom, it is allowing our teachers more time to work in small groups. This benefits our ELs and students in Special Education that benefit the most from 1:1 and small group instruction. We also continued to refine our approach to OLPs this year, by adding Lexia and Lightsail in literacy and Reflex and Freckle in STEM. We also focused on better integration of online curriculum in the Humanities and STEM classrooms by training our teachers to have a deeper understanding of the programs and offering incentives and celebrations for students. We also piloted a Learning Lab program. We switched to a model where teachers utilize the literacy and math online within their classrooms. In the Learning Lab, students engaged in team building and enrichments such as chess, library, and Lego robotics so that it became a time of innovation and discovery. We also engaged parents in learning how to access the online learning tools so that personalized learning can extend beyond the school day into students' home and mobile apps as well.	OLPs: $35,000 LCFF S+C (4411) Chromebooks: $28,187 LCFF S+C (4421) Learning Lab Materials: $5,000 LCFF S+C (4390) Leveled Libraries: $9,600 LCFF S+C (4115) Printing and Reproduction: $6,000 LCFF S+C (5822) RtI Curriculum: $1,800 Title I	OLPs: $40,495 LCFF S+C (4411) Chromebooks: $16,153 LCFF S+C (4421) Learning Lab Materials: $3,563 LCFF S+C (4390) Leveled Libraries: $9,962 LCFF S+C (4115) Printing and Reproduction: $6,323 LCFF S+C (5822) RtI Curriculum: $8,598 Title I

Rocketship invests in **technology support consultants**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.		(4120) Tutors: $198,413 Title I (2101) Technology Consultants: $25,000 LCFF S+C (5807)	(4120) Tutors: $309,998 Title I (2101) Technology Consultants: $20,158 LCFF S+C (5807)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students with Disabilities Served **Special Education supports** A-3. Although RMS runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and	Our ISE team supported our students in Special Education through each of the methods listed to the left. We also provided additional training for General Education and Special Education teachers in co-planning and co-teaching at the beginning of the year. We prioritized parts of the co-teaching block for literacy skills/guided reading. Our co-teaching in math and use of manipulatives brought large gains for students over the course of the year. We enhanced the instructional leadership support for inclusion specialists. We differentiated supports for new teachers by providing scripted curriculum in the form of Leveled Literacy Intervention.	Special Education Supports: $9,172 State Special Education funding IDEA (ISE 4360, ISE 4330, ISE 4340, ISE 4421) Contracted Services: $22,037 State Special Education funding (ISE 5802)	Special Education Supports: $6,907 State Special Education funding IDEA (ISE 4360, ISE 4330, ISE 4340, ISE 4421) Contracted Services: $46,744 State Special Education funding (ISE 5802)

occupational therapy materials; and adaptive technology. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Summer Program** Rocketship Mateo Sheedy will host a 6 week summer program in partnership with the YMCA to serve our lowest-performing K-3rd graders. The summer session will focus on improving reading and ELA scores, with field trips and other experiential learning added in.	Rocketship Mateo Sheedy hosted a 6-week summer program in partnership with the YMCA to serve our lowest-performing K-3rd graders. The summer session focused on improving reading and ELA scores, with field trips and other experiential learning added in.	Educational Consultants: $115,000 ILS Compensation: $5,000 SJ Learns + 21st Century Grant (5804)	Educational Consultants: $0 SJ Learns + 21st Century Grant (5804)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learners Served	We held ongoing PD sessions throughout the year to help Literacy teachers master ELD and GLAD strategies. We continued to partner with	GLAD Training: $17,055 Title III	GLAD Training: $22,520 Title III

GLAD Training A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.	Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. All new teachers received GLAD training at the beginning of the year, with returning teachers getting a refresher course. GLAD strategies are imbedded in all of our instruction, including STEM, so that students are practicing English skills in all areas of the school day. In Spring of 2018, we partnered with GLAD to rewrite the curriculum for English Language Learners. In 18-19, we implemented this curriculum in order to provide greater accessibility to content for our English Language Learners and all students in Humanities and STEM. We also restructured our network-wide ELL training of teachers to offer two sessions to all teachers and greater differentiation for newer teachers in the Spring to support completion of the GLAD certificate. Our school engaged in one week of on-site coaching on the implementation of ELD strategies. GLAD supported the implementation of Integrated ELD throughout the school day and Designated ELD support in the Humanities block to serve English Language Learners specifically.	(5804)	(5804)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served	This year, in our Love of Reading Campaign, we offered school activities such as Love of Reading Night, a celebration of Dr. Seuss'	Non-Instructional Supplies: $10,000 LCFF	Non-Instructional Supplies: $9,600 LCFF

Reading Engagement As a suggestion from our parents, RMS will implement more reading engagement initiatives next year. These will include field trips to the library and book store, dress-up days as book characters and after school book clubs.	birthday, ensuring students have library cards, and building class libraries so students can check out multiple books at a time. We also made our homework focused on reading and supported parents to engage their students through comprehension questions. We held dress-up days as book characters to spread the love of reading.	(4380)	(4380)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each of the action items for this goal is embedded into our Rocketship model, giving these action items the support of school teams and the network support team to help guide high-level thinking, with support and ongoing professional development throughout the school year to ensure it is being implemented with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While SBAC and other state testing data is not yet available, Rocketship uses a cadre of internal assessments to track student progress throughout the year. On NWEA MAP, students at RMS are on track for 1.37 years of growth in math and 1.51 years of growth in reading. Both are an improvement on last year's growth of 1.23 years in Math and 1.12 years in ELA. We don't yet have data on EL progress for the year, but hope that our ELPAC Summative and reclassification results mirror the upward trend we've seen in previous years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To stay in line with adjustments to the English Learner Progress Indicator (ELPI), we've updated our measurable outcomes for our English learners to include performance on the ELPAC as well as reclassification rate.

We have also added subgroup measures to our Smarter Balanced metrics for ELA and math to help us better determine the impact of our action/services on each student group.

Goal 2

Rocketeers will have access to Common Core standards-aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School provides standards-aligned instructional materials Met	Met
School provides standards-aligned professional development Met	Met
100% of full-time teachers have appropriate credentials Met – 100%	2018-19 full-time teachers with appropriate credentials:

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Professional Development** B-1. *Summer PD* Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. *Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward	B-1. Summer PD Last summer, RMS hosted an intensive three-week summer training for all teachers that emphasized foundational knowledge in culture and classroom. We provided training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduced foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions were differentiated by subject and grade and focus on skill-building to maximize teacher time. School leaders also engaged in two weeks of summer PD and one week of spring PD, plus a yearlong leadership development program for assistant principals through Relay Leverage Leadership Institute. Some examples of Summer PD sessions include: GLAD Training Home Visits Assessment Suite Overview Systems and Routines Practice with content in Humanities and STEM blocks Thursday PD Rocketship schools dedicated at least 200 hours throughout the school year for staff PD. We dismissed students early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitated and organized sessions at each school, targeting the areas of development they saw as most beneficial to the staff, personalizing supports for teachers. Some examples of Thursday PD include: Behavior Plan	Summer PD: $120,066 LCFF S+C (1301) Thursday PD: $72,733 LCFF S+C (1101) PD Fund: $15,000 LCFF S+C (5804)	Summer PD: $83,911 LCFF S+C (1301) Thursday PD: $50,831 LCFF S+C (1101) PD Fund: $6,000 LCFF S+C (5804)

high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	Parent Conference Prep Guided Reading Planning Review of ELD Content Specific Sessions such as Weekly Data Meetings, Standards Focus, Unit Planning Common Planning Time We structured common planning time for content and grade level collaboration including teacher leaders and administrators in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. Professional Development Fund Rocketship Mateo Sheedy continued to offer a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading and Writing Institute, students are sure to benefit from this additional training their teachers received. Teacher Leadership We incorporated teacher-led sessions throughout the year during professional development. Examples included: ISE specialist led a session on co-teaching and IEP needs. General education staff member led a PBIS session. Aspiring assistant principals led staff satisfaction PD.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Assessments**	In compliance with state law, students took all of the required state assessments. Additionally, as mentioned above, we have a	Assessments: $27,705 LCFF S+C (4414)	Assessments: $12,665 LCFF S+C (4414)

B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: ● Four rounds of cumulative assessments ● NWEA three times per year ● STEP at least four times per year ● State-mandated CAASPP To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RMS will hire **temporary staff** members to facilitate administration and scoring of assessments.	cadre of internal assessments, and we did in fact administer four rounds of cumulative assessments, three rounds of NWEA testing and four round of STEP testing. This helps us identify areas of weakness and growth for our students and better target our instruction toward them.	Temporary Staff: $20,000 LCFF S+C (5838)	Temporary Staff: $0 LCFF S+C (5838)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to	RMS held five Data Days this year. During Data Days, School Leaders and NeST staff helped teachers analyze their students' assessment data to identify areas of individual weakness and common trends. From there, teachers revised lesson plans to target the areas of weakness and work together create and practice lesson plans such as centers to help students move forward.	Data Days: $46,179 LCFF S+C (1101, 1301)	Data Days: $32,273 LCFF S+C (1101, 1301)

improve instructional practices and better serve all students.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Coaching** B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	Coaching is a fundamental piece of Rocketship's instructional model, and, as such, is the main activity for Assistant Principals and Principals. As planned, each School Leader was paired with a teacher, and they observed in class and offered feedback both in real time and during weekly 1:1 coaching sessions. This continues to be a cornerstone of Rocketship's teacher development. Assistant principals received additional support to develop as coaches and managers through the Relay Fellowship program throughout the year.	Coaching: $229,688 LCFF S+C (1301)	Coaching: $81,770 LCFF S+C (1301

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Teacher Credentialing** B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold	100% of core teachers are in compliance with California Credential requirements. One teacher is enrolled in Reach's Intern Credential program and is on track to obtain the Preliminary Credential in June 2019.	$29,000 Title II & Educator Effectiveness Grant (5833)	$15,451 Title II & Educator Effectiveness Grant (5833)

valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RMS partners with the Reach Institute for credentialing teachers. To help our teachers navigate the credentialing process, we've hired a full time credential analyst at the Network Level to support teachers.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Rocketship deeply values our teacher development, and the action items related to this goal demonstrate the seriousness of which we approach ensuring that our students are being taught by high-level instructors. We've been continuing to implement initiatives from last year to ensure that we meet each of these goals, most notable credentialing for this year. As explained above, our program that was implemented last year ensured that our teachers understand the requirements for credentialing and added staffing to further support teachers to meet the goal of 100% compliance with California Credential requirements.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Rocketship's implemented initiatives from last year ensured that we met our goal of 100% credentialed teachers. We also met our goals around providing standards-aligned materials and providing standards-aligned professional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes planned

Goal 3

School environment will be safe and welcoming for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3rd-5th grade students believe school is a safe environment to learn Increase to 75%	Student survey – Believe school is safe environment to learn: 84%
Parents believe school is safe Maintain above 85%	Parent survey – Believe school is safe: 76%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **BOM**	Our BOM continues to be an integral part of the team to coordinate daily operations, student safety and maintaining facilities. This	Business Operations Manager (BOM): $103,125	Business Operations Manager (BOM): $84,121

C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RMS's and the state's goals for student safety and maintaining facilities.	year we shifted the structure as planned so that the principal manages the BOM instead of a regional director. In addition to having a principal as manager, the BOM now has additional coaching from a regional director.	LCFF S+C (2301)	LCFF S+C (2301)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **School Maintenance** C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Mateo Sheedy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional	We continued to maintain our campus throughout the year. There were 3-4 facilities walkthroughs this year conducted by the BOM and the network operations team, during which the school was reviewed for potential items out of compliance with state standards. Additionally, we utilized a portal for BOMs and other school staff to submit maintenance requests. Rocketship employs a handyman to help solve these small repairs. As planned, Rocketship invested in new furniture as needed in order to replace aging furniture items. Teachers were given the stipends as planned for purchase of materials for outfitting and decorating their classrooms.	Building repairs: $62,120 LCFF Base (5601) Furniture: $9,664 LCFF Base (4430) Teacher room: $14,400 LCFF Base (4330)	Building repairs: $46,566 LCFF Base (5601) Furniture: $3,191 LCFF Base (4430) Teacher room: $24,587 LCFF Base (4330)

materials not covered under the instructional supply budget.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Custodial Services + Supplies** C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	Custodial services occurred twice a day, with two deep cleans throughout the school year (usually during winter and spring break). This year, Rocketship contracted with a custodial company to help get better pricing and create more consistent service.	Custodial Services + Supplies: $76,612 LCFF Base (5821)	Custodial Services + Supplies: $92,991 LCFF Base (5821)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Support Staff** C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will	This year we began using the term of Operations Specialists instead of Support Staff in order to better capture the role. Operations Specialists remain a critical investment providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Operations Specialists are our families' daily touchpoint with the school, providing support during arrival and dismissal and are a key aspect of school safety and parent satisfaction. Our Network and BOM teams completed meal service walk-throughs this winter to help Operations Specialists better support our National School Lunch and Universal Breakfast Programs in a compliant,	Support Staff: $152,927 LCFF Base (2201)	Support Staff: $219,596 LCFF Base (2201)

benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.	efficient manner that increases enjoyment for students. Operations Specialists continued their essential functions as planned in supporting transitions on campus. They maintained posts and duties for the transition times and served as leads in lunch and recess supervision. They worked with teachers during arrival and dismissal in order to ensure smooth and safe transitions for students.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Security Services Rocketship Mateo Sheedy will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.	The school strengthened its partnership with local law enforcement by sending a staff member to attend a lockdown training. The school also connected to a School Liaison officer to arrange for additional future training. The school hosted tours with local police captains and the chief of police for San Jose in order to build a strong relationship with local law enforcement. We also collaborated with fire and police officials to run safety drills and keep open lines of communication. We also installed new security lights around campus.	Security Services: $5,000 LCFF S+C (5823)	Security Services: $2,998 LCFF S+C (5823)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented the actions for Goal 3 as planned. Creating a safe environment for our students is one of our top priorities. Our BOM oversees facility and safety issues on the ground, with support from our network operations team. Having better support structures in place has allowed us to make progress in these areas. Having a solid operations leader on campus is a huge priority for our school, and creating a safe environment would not be possible without these systems.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Creating a safe environment for our students is one of our top priorities. This year, 84% of students responded that they believe the school is a safe place to learn, compared to 72% last year; this is an increase of 12% from last year. When parents were surveyed in regards to safety, 76% believe our school is a safe place for their children, which is an increase of 3% over last year's score of 73%. RMS will continue to make improvements to ensure our students and parents have a healthy, safe, and supportive environment that enables their child to succeed and achieve greatness because the sky's the limit for our Rocketeers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes planned

Goal 4

Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Chronic Absenteeism Below 10%	Chronic Absence Rate 2017-18 Actual: **7%** 2018-19 Estimate: **9.8%** SED: 7% EL: 8%
ADA Maintain above 95%	Attendance Rate 2017-18 Actual: 96.4% 2018-19 Estimate: 95.6%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Enrichment** D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students	Rocketship Mateo Sheedy offered science, physical education enrichment options. Physical Education included both sports and fitness aspects of PE.	Enrichment Coordinators: $133,200 LCFF S+C (2201)	Enrichment Coordinators: $223,594 LCFF S+C (2201)

with the opportunity to engage in physical education, art, and gardening. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. Next year, parents would like to see more Spanish-culture integrated into enrichment, such as Folklorico and Spanish language.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Field Trips** D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders go to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.	Each grade took a field trip together. Throughout the school year, field trips were planned to provide opportunities for students to apply the knowledge/skills they learned in the classroom. Examples of the field trips planned were visits to the Tech Museum, Children's Discovery Museum, Oakland Zoo, Cal Academy, Gilroy Gardens, NASA, Alum Rock Park and the Local library. In addition to this, our fourth graders attended a 3-day overnight outdoor education trip and fifth graders took part in a week long overnight outdoor education trip. For many of our students, this trip is often the first time they spend significant time away from their homes, preparing them for success in middle school.	Field Trips: $33,000 LCFF S+C (5860)	Field Trips: $54,506 LCFF S+C (5860)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Social Emotional Learning** D-3. RMS has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. Students at RMS have indicated that many of them feel bullied and this is a trend we've seen increasing over the past few years. We are working on implementing more bullying education for both parents and students to gain a strong understanding of what bullying is and how it can impact students. RMS will continue to work with Seneca Services next year to help with social-emotional learning for all students.	Social emotional learning (SEL) has been an increasingly large focus, as well as student safety. We know that feeling safe can have multiple meaning, which often extend beyond physical space and into mental space. As a result, we've continued to implement the Kimochi and RULER approaches, as appropriate for our students. Teachers collaborated to tailor the resources to suit the needs of their students. We also continued to work on bullying campaigns to educate parents and students about what bullying is and how they can work together to prevent it. We also added a half-time social worker in order to increase support for students and offer monthly social groups.	Instructional Supplies: $5,650 LCFF S+C (4340) Educational Consultants: $14,000 LCFF S+C (5804)	Instructional Supplies: $12,016 LCFF S+C (4340) Educational Consultants: $54,066 LCFF S+C (5804)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Ensuring that our students and staff enjoy their day-to-day school experience is a large priority for us, and we continued to fully implement our actions and services in support of enrichment, field trips, social emotional learning, and attendance as planned. Enrichment and social emotional learning are built into each child's day, incentives are provided in support of attendance, and field trips bring learning to life for our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our suspension rate has decreased from 6.6% last year to 1.0% this year. Our school ADA is at 95.6%, which continues to be above our target of 95%. Chronic absenteeism has increased from 7% to 9.8%, but it remains on target (<10%). We will continue to identify attendance problems early so applicable support services and interventions can occur to combat chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In addition to measures for chronic absenteeism and attendance rate (ADA), we have added suspension and expulsion rates to our measurable outcomes for next year. We will be reporting chronic absenteeism, suspension and expulsion rates by subgroup as well to help us better determine the impact of our action/services on each student group.

Next year, we will be adding After School Programming as an action/service to further support goal 4.

Goal 5

Rocketship parents are engaged in their students' education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of parents attending an average of at least one school event per month Maintain 35%	Parents attending one school event per month: 68%
Parents are satisfied overall with their school Increase to 85%	Parent survey – Satisfied overall with school: 79%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL, Low Income Students Served **Parent involvement** **E-1. Community Events:** RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in parent appreciation items and provides a materials budget. Parents will receive specific training on how to support their students academically. This is a	Parent engagement is one of the cornerstones of our educational plan. We provided frequent opportunities for parents to engage with school staff. This year, our we hosted community meetings, parent coffees and cultural and academic celebrations throughout the year. Parents led school site council meetings, holding leadership roles on the council and providing input on trends and needs at Mateo Sheedy. Parents had the opportunity to lead community activities and initiatives throughout the year.	Parent Appreciation and Materials: $10,930 LCFF Base (5822, 4510)	Parent Appreciation and Materials: $13,061 LCFF Base (5822, 4510)

result of the School Site Council, which has advocated for more classes and training to help parents understand student data and Online Learning Programs. **Parent Volunteer Opportunities:** Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Parent Outreach** E-2. RMS Provides many opportunities throughout the school year for parents to interact with RMS staff. The school offers monthly forums for parents to provide feedback as well as learn in-depth about school activities. This enables parents to become a more active participant in their child's education. This starts each summer with school orientation. We implemented orientation for the first time last year and found it really successful so will continue to do so. RMS will also hold Office Hours over the summer to help parents with registering their students.	At Rocketship Mateo Sheedy, we held monthly community meetings and/parent coffees (Mocha Mondays) for parents to meet, interact with and offer feedback to staff. We also hosted a Spring Welcome Party for newly enrolled families and a summer barbecue for all families. These meetings are a great way for parents to build relationships with their students' teachers and school leaders. Every school also hosts an orientation for all families in the summer prior to kicking off the new school year. The Orientation format was well received by parents and we plan on continuing that next year. We also survey our parents annually. We analyzed the data and met with parents to review the results and seek further input on the actions moving forward.	Parent Outreach – School Leader Comp: $9,727 LCFF S+C (1101)	Parent Outreach – School Leader Comp: $6,133 LCFF S+C (1101)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students Served **Office Manager** E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community. Office Managers will be a part of a truancy task force aimed at reducing chronic absenteeism and increase ADA next year. This task force will focus on creating parent-school partnerships to ensure students are in school every day while educating parents on the implications of students missing school.	The Office Manager is the first contact when entering the office, the OM has many roles and maintaining funding for this position is crucial to the success of the school. In addition to coordinating enrollment and parent engagement, our OMs have added responsibility this year for coordinating Immigrant family supports. The OM also maintains CUM files and supports with the collection of paperwork and student enrollment. The OM also offered professional development for teachers about such topics as attendance, parent engagement and engaged community stakeholders in the life of the school.	Office Manager: $81,875 LCFF Base (2401)	Office Manager: $106,415 LCFF Base (2401)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parent involvement is one of the cornerstones of our model, and as such, we fully implemented the actions and services for this goal. We're proud of the strong and committed group of parents we have, particularly in the School Site Council. The Principal and the OM are the two staff members that do the most parent work, as well as parent engagement coordinators who work across all Rocketship schools. These people ensure our parents are actively involved in their child's education.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent satisfaction has increased slightly from 78% last year to 79% this year. Our goal for next year is to continue to find ways to improve parent satisfaction, engage our parents, specifically around academic achievement and how parents can support their students at home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in spending for this goal are due to changes made in the budget development cycle and did not impede the implementation of the actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes planned

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

RMS provides regular opportunities for stakeholders to give input on the running of their school. These opportunities include, but are not limited to, monthly coffee chats with the principal, community meetings, and 1:1 meetings with the school leadership team. In all of these engagement opportunities, RMS encourages school stakeholders to comment on the strengths they see in the school and any operational or instructional concerns they may have, which in turn influence the school's LCAP action items and school initiatives. During the first SSC meeting of the school year, on October 23, 2019, school leaders helped families understand the components of LCAP and to discuss how we could best use the LCFF funds to serve our students and improve services in alignment with the state priorities. In addition to sharing the state's goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. The formal engagement

process with stakeholders began by administering our annual Parent Satisfaction Survey with our families in February and March 2019. The surveys were available in English, Spanish, Vietnamese, Somali and Arabic so all of our families could participate. Ninety-two percent of parents responded, an increase of 6% from last year. The results of the surveys were tallied and then presented to the School Site Council, a school group composed of parents, teachers, school leaders and Rocketship Public Schools Staff, on April 4, 2019. The School Site Council, using the results from the Parent Satisfaction survey, the CA Dashboard and other internal metrics, such as NWEA scores, identified the areas most in need of improvement. Students at RMS were also consulted in regards to their feelings on school safety and climate in a student safety survey. Parents were also asked about school culture in the Parent Satisfaction Survey. Rocketship Public Schools staff both on a school level and network level engaged in the LCAP review process. Teachers provided feedback via online survey starting on January 2, 2019, with 100% responding. In addition, the Rocketship Public Schools Finance Team met with the school leadership team in Spring of 2019 to discuss areas of growth and improvement at their school. Rocketship Public Schools' Board of Directors met on May 30, 2019 to review and finalize RMS's LCAP. How did these consultations impact the LCAP for the upcoming year?

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year? Feedback from our parents, students, teachers, school leadership and staff is crucial for continued success at RMS. The stakeholder engagement opportunities listed above resulted in clear, and often correlating, suggestions for meaningful improvement for the upcoming academic year. In analyzing responses to the Parent Satisfaction Surveys to identify the most critical areas for improvement at RMS, the top three areas were: lunch and recess, relationship with my child's teachers, enrichment offerings, arrival/dismissal, and school safety. Students expressed a similar interest in the importance of addressing safety concerns. Of those surveyed, 84% of students say they "Always" or "Usually" feel safe at school. Priorities in school safety and the safety and efficiency of arrival and dismissal will continue to be addressed through the work of the Business Operations Manager.Parents celebrated the fact that RMS was identified as a top school, and they expressed interest in reducing discipline issues that impact lunch and recess. Parent desire for focus on improving recess and lunch will be supported through the role and professional development of Operations Specialists.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities: 2

Identified Need:

While RMS has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. There is a subset of students who persistently do not meet the standard, and new students, in particular, who enter RMS, on average, 1.5 years below grade level. With the increased rigor of the CAASPP, it is even more essential that we invest in strategies to support all our students making progress towards proficiency.

ELA & Math indicator performance, schoolwide and by subgroup

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA: % meeting/exceeding the standard	**ELA** | 14-15 | 15-16 All | 36 | 44	**2016-17 SBAC ELA** All Students: 47% Econ Dis: 45% EL: 22%	**2017-18 SBAC ELA** All Students: 49% Econ Dis: 48% EL: 25%	**2018-19 ELA Targets** All Students: 53% Econ Dis: 53% EL: >25%

	ED	34	43	SPED: 5%	SPED: 5%	SPED: >5%
	EL	25	29			
	SPED	0	15			
SBAC Math: % meeting/exceeding the standard	**Math**	14-15	15-16	**2016-17 SBAC Math** All Students: 60% Econ Dis: 58% EL: 38% SPED: 10%	**2017-18 SBAC Math** All Students: 62% Econ Dis: 62% EL: 43% SPED: 15%	**2018-19 Math Targets** All Students: 65% Econ Dis: 65% EL: 45% SPED: >15%
	All	44	43			
	ED	43	42			
	EL	30	32			
	SPED	9	16			
ELs: % of students scoring 3 or 4 on ELPAC	2016-17 % scoring 4 or 5 on CELDT: 51%			2017-18: 89%	2018-19: Data Not available yet	2019-20 Target: >80%
EL reclassification rate	2016: 10.83%			2017: 26.26%	2018: 33.62%	2019 Target: 10%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Common Core-aligned instruction & materials A-1. The Rocketship Mateo Sheedy **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to	**Common Core-aligned instruction & materials** A-1. The Rocketship Mateo Sheedy **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to	**Common Core-aligned instruction & materials** A-1. The Rocketship Mateo Sheedy **curriculum** follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our **classroom libraries** will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to

engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.	engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.	engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Core Curriculum: $18,000 Books: $36,660 Interventionist: $25,000	Core Curriculum: $12,000 Books: $28,200	Core Curriculum: $12,000 Books: $27,300
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100 4210 2101	4100 4210	4100 4210

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Personalized Learning A-2. RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.	**Personalized Learning** A-2. RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for	**Personalized Learning** A-2. RMS's key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for RtI include **RtI curriculum** and **tutors**. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students. We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**. Next year, we will look to integrate OLPs more into the classroom. By integrating technology, such as digital texts into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students. Our **printing and reproduction** budget allows for

We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**.	teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.	teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	OLPs: $41,053 Chromebooks: $30,382 Learning Lab Materials: $5,000 Leveled Libraries: $12,000 Technology Consultants: $25,000 Printing and Reproduction: $8,000 RtI Curriculum: $1,800 Tutors: $198,413	OLPs: $35,000 Chromebooks: $28,187 Learning Lab Materials: $5,000 Leveled Libraries: $9,600 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $198,413	OLPs: $35,000 Chromebooks: $25,785 Learning Lab Materials: $5,000 Leveled Libraries: $12,000 Printing and Reproduction: $6,000 Technology Consultants: $25,000 RtI Curriculum: $1,800 Tutors: $200,397
Source	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Technology Consultants, Printing and Reproduction) Title I (RtI Curriculum, Tutors)	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants) Title I (RtI Curriculum, Tutors)	LCFF S+C (OLPs, Chromebooks, Learning Lab Materials, Leveled Libraries, Printing and Reproduction, Technology Consultants**)** Title I (RtI Curriculum, Tutors)
Budget Reference	4411 4421 4390 4115 5807 5822 4120	4411 4421 4390 4115 5822 5807 2101	4411 4421 4390 4115 5822 5807 4120

	2101	4120 2101	2101

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special Education supports A-3. Although RMS runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors,	**Special Education supports** A-3. Although RMS runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors,	**Special Education supports** A-3. Although RMS runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors,

physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.	physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.	physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Mateo Sheedy operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Special Education Supports: $6,600 Contracted Services: $5,500	Special Education Supports: $9,172 Contracted Services: $22,037	Special Education Supports: $9,172 Contracted Services: $22,037
Source	State Special Education funding + IDEA State Special Education funding + LCFF S+C	State Special Education funding + IDEA	State Special Education funding + IDEA
Budget Reference	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802	ISE 4360, ISE 4330, ISE 4340, ISE 4421 ISE 5802

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to English Learners	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
GLAD Training A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and	**GLAD Training** A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and	**GLAD Training** A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the ELPAC Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with **Project GLAD** (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and

academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.	academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.	academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	GLAD Training: $17,055 Ongoing literacy teacher PD: $36,000	GLAD Training: $17,055	GLAD Training: $16,303
Source	Title III	Title III	Title III
Budget Reference	5804 1101	5804	5804

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implemented in 2018-19	**Reading Engagement** As a suggestion from our parents, RMS will implement more reading engagement initiatives next year. These will include field trips to the library and bookstore, dress-up days as book characters and after school book clubs.	**Reading Engagement** A-5. As a suggestion from our parents, RMS will implement more reading engagement initiatives next year. These will include field trips to the library and bookstore, dress-up days as book characters and after school book clubs. In addition, we plan to have parents join in on the event planning as well for the Love of Reading initiatives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Non-Instructional Supplies: $10,000	Non-Instructional Supplies: $10,000
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	4380	4380

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Rocketeers will have access to Common Core standards-aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: 1, 2

Identified Need:

Now that Common Core State Standards are fully implemented, it is essential that we are providing students with aligned curriculum and materials. With the state-wide teacher shortage, it's also critical to hire qualified teachers and support their credentialing needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	Actual: Met	Actual: Met	Target: Met
All teachers have access to standards-aligned professional development	Met/Not Met = 320 hours of PD provided each year	Actual: Met	Actual: Met	Target: Met
100% of full-time teachers have appropriate credentials	2016-17 Actual: 85%	2017-18 Actual: 100%	2018-19 Actual: 100%	2018-19 Target: 100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development B-1. *Summer PD* Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.	**Professional Development** B-1. *Summer PD* Each summer, RMS hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.	**Professional Development** B-1. *Summer PD* Each summer, RMS hosts an intensive three-week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	*Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.	*Thursday PD* Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. *Professional Development Fund* Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RMS will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading and Writing Institute, students are sure to benefit from this additional training their teachers will have received.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Summer PD: $120,066 Thursday PD: $72,733 PD Fund: $15,000	Summer PD: $120,066 Thursday PD: $72,733 PD Fund: $15,000	Summer PD: $120,066 Thursday PD: $72,733 PD Fund: $15,000
Source	SL and Teacher compensation, LCFF Base (Summer PD, PD Fund)	LCFF S+C	LCFF S+C

	LCFF S+C (Thursday PD)		
Budget Reference	1301, 1101 (Summer PD) 1301, 1101 (Thursday PD) 5804 (PD Fund)	1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)	1301 (Summer PD) 1101 (Thursday PD) 5804 (PD Fund)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assessments B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: ● Four rounds of cumulative assessments ● NWEA three times per year	**Assessments** B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: ● Four rounds of cumulative assessments ● NWEA three times per year	**Assessments** B-2. Students will take a variety of internal and external **assessments** to determine progress and areas of weakness. Assessments include: ● Four rounds of cumulative assessments ● NWEA three times per year

• STEP at least four times per year • State-mandated CAASPP To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RMS will hire **temporary staff** members to facilitate administration and scoring of assessments.	• STEP at least four times per year • State-mandated CAASPP To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RMS will hire **temporary staff** members to facilitate administration and scoring of assessments.	• STEP at least four times per year • State-mandated CAASPP • State-mandated EL testing (ELPAC) To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. RMS will hire **temporary staff** members to facilitate administration and scoring of assessments.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Assessments: $28,974 Temporary Staff: $20,000	Assessments: $27,705 Temporary Staff: $20,000	Assessments: $26,880 Temporary Staff: $20,000
Source	LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	4414 (Assessments) 5838 (Temporary Staff)	4414 (Assessments) 5838 (Temporary Staff)	4414 (Assessments) 5838 (Temporary Staff)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

(Select from All, Students with Disabilities, or Specific Student Groups)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	**Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	**Data Days** B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RMS will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Data Days: $46,179	Data Days: $46,179	Data Days: $46,179
Source	LCFF Base	LCFF S+C	LCFF S+C

Budget Reference	1101, 1301	1101, 1301	1101, 1301

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better	**Coaching** B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better	**Coaching** B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RMS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better

instruct all students, including ELs and Special Education students.	instruct all students, including ELs and Special Education students.	instruct all students, including ELs and Special Education students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Coaching: $229,688	Coaching: $229,688	Coaching: $229,688
Source	AP Compensation, LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	1301	1301	1301

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Teacher Credentialing B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RMS partners with the Reach Institute for credentialing teachers.	**Teacher Credentialing** B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RMS partners with the Reach Institute for credentialing teachers. To help our teachers navigate the credentialing process, we've hired a full time credential analyst at the Network Level to support teachers.	**Teacher Credentialing** B-5. We will continue to ensure 100% of core teachers are in compliance with the state as well as hold the proper English Learner Authorization. We are also partnering with Loyola Marymount University beginning in the 19-20 school year. LMU's Intern Credential program is highly regarded across the country and we are looking forward to partnering with them to ensure our teachers receive the best development possible. Additionally, Rocketship has expanded to have a three-person credential team focused on ensuring teachers receive high level support in obtaining the proper credentials, that our schools remain 100% in compliance at all points in the year, and to continue to innovate on credential systems.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$29,000	$29,000	$53,000
Source	Title II & Educator Effectiveness Grant	Title II & Educator Effectiveness Grant	Title II & Educator Effectiveness Grant
Budget Reference	5833	5833	5833

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

School environment will be safe and welcoming for all students

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 1, 6

Identified Need:

In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Mateo Sheedy has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports (PBIS) framework, we believe it is critical to maintain these high standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3rd – 5th grade student survey: % of students that believe school is a safe environment to learn	2016-17 Actual: 68%	2017-18 Actual: 72%	2018-19 Actual: 84%	2019-20 Target: 85%
Parent survey: % of parents that believe school is safe	2016-17 Actual: 86%	2017-18 Actual: 73%	2018-19 Actual: 76%	2019-20 Target: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
BOM C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RMS's and the state's goals for student safety and maintaining facilities.	**BOM** C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RMS's and the state's goals for student safety and maintaining facilities.	**BOM** C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting Rocketship Mateo Sheedy's and the state's goals for student safety and maintaining facilities. Next year, our BOM will continue to report directly to their principal instead of a NeST manager so the BOM and the Principal work more closely together. We will continue to provide the

		additional regional director coaching support for the BOM.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	BOM: $103,125	Business Operations Manager (BOM): $103,125	Business Operations Manager (BOM): $104,156
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2301	2301	2301

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Mateo Sheedy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	**School Maintenance** C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Mateo Sheedy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.	**School Maintenance** C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Rocketship Mateo Sheedy will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Building repairs: $67,120	Building repairs: $62,120 Furniture: $9,664 Teacher room: $14,400	Building repairs: $62,120 Furniture: $8,840 Teacher room: $14,400
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5601	5601 4430 4330	5601 4430 4330

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building. The quality of custodial services can vary dramatically. The Rocketship network is in the process of negotiating a network-wide contract for custodial services. This will provide more consistent services for a lower price.	**Custodial Services + Supplies** C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	**Custodial Services + Supplies** C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	Custodial Services: $79,574	Custodial Services + Supplies: $76,612	Custodial Services + Supplies: $76,612
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5821	5821	5821

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support Staff C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these	**Support Staff** C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these	**Operations Specialists** C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing Operations Specialists

transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.	transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.	during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Support Staff: $153,279	Support Staff: $152,927	Operations Specialists: $154,242
Source	Support Staff Compensation, LCFF Base	LCFF S+C	LCFF S+C
Budget Reference	2201	2201	2201

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Security Services C-5. Rocketship Mateo Sheedy will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti	**Security Services** Rocketship Mateo Sheedy will be able to hire additional security services for their campus. These include patrols for weekends to ensure no one is using our space unauthorized or during nights. The goal is to reduce unauthorized people on campus and issues that make families feel unsafe, such as graffiti.	**Security Services** C-5. The school will build upon the 18-19 work of the Community Engagement team to establish safety training opportunities with local law enforcement in which School Liaison officers will train key staff members who can then train additional school staff for drills and procedures.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Security Services: $7,000	Security Services: $5,000	Security Services: $5,000
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	5823	5823	5823

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: 7, 8

Identified Need:

In order to close the achievement gap, Rocketeers must continue to value education beyond their time at Rocketship. We recognize our students must develop life-long academic skills in elementary school in order to success once their graduate from Rocketship. We see a need to increase our level of student engagement to ensure that students are invest in their education. We want our students to come to school every day and enjoy it.

Suspension rate indicator, schoolwide and by subgroup

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	**2016-17 Actuals** All Students: 10% SED: 10% EL:8% SPED: 9%	**2017-18 Actuals** All Students: 7% SED: 7% EL: 8% SPED: 12%	**2018-19 Estimates** All Students: 9.8% SED: EL: SPED:	**2019-20 Targets** All Students: <10% SED: EL: SPED:
Attendance rate (ADA)	**95.6%**	**2017-18 Actuals** All Students: 96.4%	**2018-19 Estimates** All Students: 95.6%	**2019-20 Targets** All Students: >95%
Suspension rate	**2016-17 Actuals** All Students: 5.4% SED: 5.8% EL: 5.9% SPED: 26.5%	**2017-18 Actuals** All Students: 6.6% SED: 7% EL: 6% SPED: 26.8%	**2018-19 Estimates** All Students: 1.0% SED: EL: SPED:	**2019-20 Targets** All Students: <1% SED: EL: SPED:
Expulsion rate	**2016-17 Actuals** All Students: 0%	**2017-18 Actuals** All Students: 0%	**2018-19 Estimates** All Students: 0%	**2019-20 Targets** All Students: 0%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enrichment D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in	**Enrichment** D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and gardening. The Coordinators play a critical role in strengthening school culture.	**Enrichment** D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and gardening. The Coordinators play a critical role in strengthening school culture.

strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.	Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. Next year, parents would like to see more Spanish-culture integrated into enrichment, such as Folklorico and Spanish language.	Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. Next year, parents would like to see more Spanish-culture integrated into enrichment, such as Folklórico and Spanish language.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Enrichment Coordinators: $133,200	Enrichment Coordinators: $133,200	Enrichment Coordinators: $134,532
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	2101	2201	2201

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Field Trips D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.	**Field Trips** D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.	**Field Trips** D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go to Groveland, CA for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Field Trips: $33,000	Field Trips: $33,000	Field Trips: $38,500
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	5860	5860	5860

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Social Emotional Learning D-3. RMS has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.	**Social Emotional Learning** D-3. RMS has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. Students at RMS have indicated that many of them feel bullied and this is a trend we've seen increasing over the past few years. We are working	**Social Emotional Learning** D-3. RMS has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. We will continue implementing more bullying

Students at RMS have indicated that many of them feel bullied and this is a trend we've seen increasing over the past few years. We are working on implementing more bullying education for both parents and students to gain a strong understanding of what bullying is and how it can impact students.	on implementing more bullying education for both parents and students to gain a strong understanding of what bullying is and how it can impact students. RMS will continue to work with Seneca Services next year to help with social-emotional learning for all students.	education for both parents and students to gain a strong understanding of what bullying is and how it can impact students. RMS will continue to utilize the half-time social worker next year to help with social-emotional learning for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Instructional Supplies: $6,330 Educational Consultants: $14,000	Instructional Supplies: $5,650 Educational Consultants: $14,000	Instructional Supplies: $5,498 Educational Consultants: $30,000
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	4340 5804	4340 5804	4340 5804

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Implemented in 2019-20	Implemented in 2019-20	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		After School Program D-4. RMS will run an afterschool program to provide our students with additional academic exposure. The after-school program combines homework help/tutoring, enrichment, including opportunity for physical activity and family education services. The after school program helps our unduplicated pupils by providing additional time to focus on structured academics, as well as helps our parents who are in need of high-quality after school options for their children.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	N/A	After School Program: $150,000
Source			LCFF S+C
Budget Reference			5911

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Rocketship parents are engaged in their students' education

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: 3, 5, 8

Identified Need:

We seek to increase engagement among parents and students alike. We view parents as critical partners in our work of educating students. Rocketship Mateo Sheedy has a number of effective parent engagement strategies, including a sophisticated parent council structure, upon which we will continue to build.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent attendance: % of parents attending an average of at least one school event per month	2016-17 Actual: 38%	2017-18 Actual: 47%	2018-19 Actual: 68%	2019-20 Target: 70%
Parent survey: % of parents that are satisfied overall with their school	2016-17 Actual: 83%	2017-18 Actual: 78%	2018-19 Actual: 79%	2019-20 Target: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent involvement **E-1. Community Events:** RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in parent appreciation items and provides a materials budget. Parents will receive specific training on bullying and how to support their students during the first community meeting of the year as a result of parent feedback from this year. **Parent Volunteer Opportunities:** Rocketship Mateo Sheedy parents will be encouraged to	**Parent involvement** **E-1. Community Events:** RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in parent appreciation items and provides a materials budget. Parents will receive specific training on how to support their students academically. This is a result of the School Site Council, which has advocated for more classes and training to help parents	**Parent involvement** E-1. **Community Events**: RMS hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RMS invests in parent appreciation items and provides a materials budget. In the coming year, we will be offering additional resources, education and opportunities such as workshops and classes. **Parent Volunteer Opportunities:** Rocketship School parents will be encouraged to volunteer at the schools to help tighten the link between the

volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.	understand student data and Online Learning Programs. **Parent Volunteer Opportunities:** Rocketship Mateo Sheedy parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.	families and the school as well as assist RMS teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will be expanding the volunteer options to be more inclusive of working parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Parent Appreciation and Materials: $11,400	Parent Appreciation and Materials: $10,930	Parent Appreciation and Materials: $10,430
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5822 4510	5822 4510	5822 4510 4720

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Outreach E-2. RMS provides many opportunities throughout the school year for parents to interact with RMS staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. This will start over the summer. The registration days before school, which have typically just been a day to turn in paperwork, will focus more on school culture and parental engagement so that parents have a better understanding of expectations for behavior, attendance and truancy before the school year starts.	**Parent Outreach** E-2. RMS provides many opportunities throughout the school year for parents to interact with RMS staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. This starts each summer with school orientation. We implemented orientation for the first time last year and found it really successful so will continue to do so. RMS will also hold Office Hours over the summer to help parents with registering their students.	**Parent Outreach** E-2. RMS provides many opportunities throughout the school year for parents to interact with RMS staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education. We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Parent Outreach: $13,000	Parent Outreach – School Leader Comp: $9,727	Parent Outreach – School Leader Comp: $9,727
Source	LCFF S+C	LCFF S+C	LCFF S+C
Budget Reference	1101	1101	1101

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Office Manager E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community. Office Managers will be a part of a truancy task force aimed at reducing chronic absenteeism and increase ADA next year. This task force will focus	**Office Manager** E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community. Office Managers will be a part of a truancy task force aimed at reducing chronic absenteeism and increase ADA next year. This task force will focus on creating parent-school partnerships to ensure	**Office Manager** E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community. In addition to their continuing role in parent engagement, office Managers will be equipped to provide referrals to community resources as needed.

on creating parent-school partnerships to ensure students are in school every day while educating parents on the implications of students missing school.	students are in school every day while educating parents on the implications of students missing school.	

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	Office Manager: $75,915	Office Manager: $81,875	Office Manager: $82,694
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2401	2401	2401

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 764,129	15.43%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The three most significant ways that RMS improves services for our unduplicated pupils are through our Personalized Learning Program, our intensive teacher professional development and coaching, and our commitment to involving parents in their student's education. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. Finally, Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. These are opportunities that parents of EL and low income students are not always afforded, and research shows that students with involved parents do better in school.

Following are the specific Actions and Services contributing to meeting the Increased or Improved Services Requirement:

Goal 1 Action 2 (EL, Foster, Low Income):

Personalized Learning: RTI Curriculum and Tutors, Learning Lab Materials, Leveled Libraries, Online Learning Programs, Chromebooks, Technology Support Consultants, Printing and Reproduction Budget

Goal 1 Action 4 (English Learners):

Guided Language Acquisition Design (GLAD) Professional Development through Project GLAD to support staff to embed ELD principles throughout program, deliver explicit ELD instruction, and tutoring as needed.

Goal 2 Action 1 (EL, Foster, Low Income):

Summer Professional Development to ensure foundational knowledge in culture and classroom. Weekly PD targeting areas of need and personalizing supports for teachers. PD Fund to provide additional learning opportunities to veteran teachers.

Goal 2 Action 2 (EL, Foster, Low Income):

Internal and External Assessment and staffing to support.

Goal 2 Action 3 (EL, Foster, Low Income):

Data Days for analysis of interim assessment data to improve and tailor instructional practice to student needs.

Goal 2 Action 4 (EL, Foster, Low Income):

Instructional Coaching by administrators for teachers.

Goal 3 Action 1 (EL, Low Income):

Business Operations Manager

Goal 3 Action 4 (EL, Low Income):

Support Staff (Operations Specialists)

Goal 3 Action 5 (EL, Foster, Low Income):

Security Services

Goal 4 Action 1 (EL, Foster, Low Income):

Enrichment offerings such as PE, arts, science.

Goal 4 Action 2 (EL, Foster, Low Income):

Field Trips

Goal 4 Action 3 (EL, Foster, Low Income):

Social Emotional Learning instruction and supports

Goal 4 Action 4 (EL, Foster, Low Income):

Afterschool Program

Goal 5 Action 2 (EL, Foster, Low Income):

Parent Outreach

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and,

therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Initial Charter Petition	☐
Charter Material Revision	☐
Charter Renewal	☒
On Appeal	☐

Education Code § 47605

CHARTER REVIEW MATRIX

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Rocketship Mateo Sheedy Elementary	Name: Cheye Calvo	**Petition Received:**	
Location of Proposed School(s): 788 Locust Street, San Jose CA	Title: Chief Growth & Community Engagement Officer	**Public Hearing:** (30 days from receipt)	
Grade Level: TK-5	Phone/Cell: 301-789-5469	**Board Decision:** (60 days from receipt)	
District of Proposed Charter School: San Jose Unified	Email: ccalvo@rsed.org	× **30 day extension granted** (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

	REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(5)	Yes	No	N/A	Page
☐	The charter school presents a sound educational program?	☐	☐	☐	31-81
☐	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☐	☐	
☐	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☐	☐	☐	6-7
☐	The initial review finds that the petition has included all of the required elements (A-P)?	☐	☐	☐	31-159

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)-	Yes	No	N/A	Page
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
• 50% of parents/guardians of number of students expected to attend	☐	☐	☐	n/a
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☐	n/a

	NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)	Yes	No	N/A	Page
☐	The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: • The department (California Department of Education) • State Board of Education	☐	☐	☐	159

	REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)	Yes	No	N/A	Page

❒ Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	☐	☐	☐	5, 128

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions.
Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Legend:

- ❒ *Required to be included in charter petition and/or Memorandum of Understanding.*
- ❒ *Applies to Petition Renewals*

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal (CCR) Title 5 Section 11966.4				
		Yes	No	N/A	Page
❒	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☐	☐	☐	App. 1
❒	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☐	☐	☐	6-7
❒	Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates	☐	☐	☐	10-25
❒	Annual visits and annual reports, including correcting and deficiencies identified curing annual reviews and visits.	☐	☐	☐	n/a
❒	Inspections or observations of any part of the charter school at any time	☐	☐	☐	n/a
	Strengths:				
	Areas of Concerns:				
	Conclusions				

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)				
A	**Educational Program**	**Evidence**	**Addressed in Petition**	**Page**
❒	**1. Targeted School Populations**		☐	
	Age, grade levels and number of students	☐		31
	• Number of students per class room	☐		App. 1
	• Maximum enrollment predicted for school	☐		App. 1
	Type of desired student populations	☐		28-29
	• States whether school will enroll students from outside the district (if submitted as an appeal previously denied by a district)	☐		28-29
	• States whether school will enroll students from outside the county	☐		28-29
❒	**2. Attendance**		☐	
	• Describes whether multiple sites will be included	☐		157
	• Indicates proposed opening date(s)	☐		159
❒	Attendance requirements		☐	
	• Includes length of school day and year	☐		51
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily	☐		31

	attendance claims and to satisfy audits related to attendance that may be conducted			
❒	**3. What it Means to be an Educated Person in the 21st Century**		☐	
❒	Objective of enabling pupils to become self-motivated, competent, lifelong learners		☐	31
	Clear list of general academic skills and qualities important for an educated person	☐		31
❒	**4. Description of How Learning Best Occurs**		☐	
	Persuasive instructional design	☐		32-34
	• Broad outline (not entire scope and sequence) of the curriculum content	☐		32-34
	• Description of instructional approaches and strategies	☐		32-34
	• Description of learning environment (e.g. traditional, independent study)	☐		32-34
	Proposed program strongly aligned to school's mission	☐		32-34
	Affirmation or description of curriculum aligned to student performance standards	☐		32-48
	Outline of plan or strategy to support students not meeting pupil outcomes	☐		56-59
	Instructional design or strategies based upon successful practice or research	☐		32-60
	Instructional strategies for special education, English learners, etc.	☐		60-77
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☐		32-48
	Educational Program describes professional development for teachers	☐		77-80
	Minimal instructional time	☐		51
	Includes school calendar	☐		App. 5
❒	**5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**		☐	34
❒	**6. English Learner Services**		☐	71-77
❒	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☐	71-77
❒	f members providing English Learner Services are appropriately credentialed.		☐	71-77
❒	escription of the manner in which students are identified as requiring English Learner Services		☐	71-77
❒	escription of the process for reclassification of English Leaners		☐	71-77
❒	acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		☐	71-77
❒	References to curriculum and materials that will be utilized in the instruction of English Learners		☐	71-77
❒	tion tells how English Learners will be reclassified and how English Learners will be monitored		☐	71-77
	Strengths:			
	Areas of Concerns			
	Conclusions			
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 2052**		☐	
❒	Charter includes language that assures compliance with LCFF/LCAP		☐	
❒	Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		☐	80-98
	❒ A. Conditions of Learning	☐		
	(Priority 1) Basic Needs	☐		80-98
	(Priority 2) Implementation of State Standards	☐		80-98
	(Priority 7) Course Access	☐		80-98
	❒ B. Pupil Outcomes	☐		
	(Priority 4) Pupil Achievement (College and Career)	☐		80-98
	(Priority 8) Other Pupil Outcomes	☐		80-98
	❒ C. Engagement	☐		
	(Priority 3) Parental Involvement	☐		80-98
	(Priority 5) Pupil Engagement	☐		80-98

	(Priority 6) School Climate	☐		80-98
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	☐		
	❒Racial/Ethnic groups	☐		80-98
	❒Low-income students, including homeless students	☐		80-98
	❒English learners	☐		80-98
	❒Students with disabilities	☐		80-98
	❒Foster youth	☐		80-98
❒	**8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)**		☐	
	ving high school students, describes how district/charter school informs parents of:	☐		n/a
	❒Transferability of courses to other public high schools; and	☐		n/a
	❒Eligibility of courses to meet college entrance requirements	☐		n/a
	❒Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	☐		n.a

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
❒	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☐	
	How pupil outcomes will address state content and performance standards in core academics.	☐		81-98
	Exit outcomes include acquisition of academic and non-academic skills.	☐		81-98
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☐		81-98
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☐		81-98
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☐		81-98
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements.	☐		n/a
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	☐		81-98
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☐		81-98
	If high school, graduation requirements defined.	☐		n/a
	If high school, WASC accreditation standards addressed.	☐		n/a
❒	**LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter**		☐	**81-98**
❒	Statement that pupil achievement measurements will include the elements listed below:		☐	
❒	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☐	81-98

❒	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.	☐	98-102
❒	(B) The Academic Performance Index, as described in Section 52052	☐	n/a
❒	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,	☐	n/a
❒	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	☐	81-98
❒	(E) The English learner reclassification rate.	☐	81-98
❒	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	☐	n/a
❒	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	☐	n/a
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:			
❒	1) Attained its API growth target in the prior year, or in two of the last three years both school-wide and for all groups of pupils served (Also 3 yr. average during SBAC transition) EC 52052 (e) proxies include I. Most recent API calculation II. Average of 3 most recent API calculations III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups.	☐	n/a
❒	2) Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years	☐	n/a
❒	3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years.	☐	n/a
❒	4) Academic Performance of the charter school is at least equal to the academic performance of the public schools that the charter schools would have otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population served	☐	10-25
❒	5) Qualified for an alternative accountability system (EC 52052)	☐	n/a

Strengths:

Areas of Concern:

Conclusions:

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	☐		98-102
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☐		98-102
	Chosen assessments are appropriate for standards and skills they seek to measures	☐		98-102
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☐		98-102
	Describes minimal required performance level necessary to attain each standard	☐		98-102
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☐		98-102
❒	**LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes**		☐	
❒	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		☐	98-102
❒	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, CELDT, etc.)		☐	98-102
❒	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☐	53-56
❒	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☐	53-56
❒	(E) Committed plan to share performance information with students, families and public agencies		☐	53-56
Strengths:				
Areas of Concern:				
Conclusions				

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
❒	Describes what role parents have in the governance of the school		☐	107-110
❒	Describes key features of governing structure (usually a board of directors) such as:		☐	102-107
	• Size/composition of board	☐		102-107
	• Board committees or advisory councils	☐		102-107
	• Board's scope of authority/responsibility/conflict of interest	☐		102-107
❒	Status as a non-profit or public school		☐	102
❒	If non-profit, provisions for liability of debts		☐	102
	Has set of, proposed bylaws, policies or similar documents	☐		App. 10
	Initial governing board members identified by name or the process used to select them	☐		App. 10; 102-107
	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	☐		102
❒	Demonstrates compliance with Brown Act		☐	102-107
❒	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☐	102-107
Strengths:				
Areas of Concern:				

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not in an independent LEA for special education purposes		☐	60
❒	Consulted with the Santa Clara County SELPA Director		☐	n/a
	• Discussed special education responsibilities of charter	☐		
	• Discussed application of SELPA policies	☐		
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☐	60-71
	• Includes fiscal allocation plan	☐		App. 1
❒	If charter not an independent LEA:		☐	n/a
	• Clarifies in charter the responsibilities of each party for service delivery	☐		
	❒ Referral	☐		
	❒ Assessment	☐		
	❒ Instruction	☐		
	❒ Due Process	☐		
	❒ Agreements describing allocation of actual and excess costs	☐		
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☐		
❒	If charter is LEA within County SELPA		☐	
	• Notifies SELPA Director of intent prior to February 1st of the preceding school year	☐		60-71
	• Located within SELPA geographical boundaries	☐		60-71
	• Provides current operating budget in accordance with Ed Code **§** 42130 and **§** 42131	☐		App. 1
	• Provides assurances that all be instructed in safe environment	☐		60-71
	• Provides copy of original charter petition and any amendments	☐		yes
	• Responsible for any legal fees relating to application and assurances process	☐		60-71
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☐		
	• Meets the terms of all SELPA policies and procedures	☐		60-71
	• Charter fiscally responsible for fair share of any encroachment on general funds	☐		App. 1
❒	Petition includes the following assurances:		☐	
	• The charter will comply with all provisions of IDEA	☐		60-71
	• No student will be denied admission based on disability or lack of available services	☐		60-71
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	☐		60-71
❒	Staff members providing special education services are appropriately credentialed		☐	60-71
❒	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		☐	60-71
❒	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		☐	60-71
❒	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		☐	60-71
❒	Specialized instruction and services available at the school		☐	60-71
❒	The provision of Designated Instruction and Services (DIS)		☐	60-71
❒	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☐	60-71
❒	The procedures for ensuring that students are referred, assessed and served in a timeline manner		☐	60-71
❒	A description of the school's "Search and Service" procedures		☐	60-71
❒	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		☐	60-71
❒	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		☐	60-71

	Overview of how special education funding and services will be provided by:	☐		App.1
	• Charter School	☐		App.1
	• Charter Granting Agency	☐		App. 1
	• SELPA			App. 1
❒	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☐	60-71

ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page
❒	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☐		60-71
❒	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	☐		60-71
❒	All staff members providing services to the student are familiar with the identified needs of the student	☐		60-71
❒	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☐		60-71
❒	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	☐		60-71

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☐		110-123
	Process for staff selection	☐		110-123
	Procedure for adequate background checks	☐		123
	Salaries and benefits for all employees	☐		110-123
	Measures of assessment of performance	☐		53-56
	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☐		110-123
❒	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Identifies whether these teachers will teach only within the restrictions of their credentials		☐	110-123
	Verification that teachers and paraprofessionals who are required to be certified are "highly qualified" as required by the federal No Child Left Behind Act	☐		n/a
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	☐		110-123
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☐		110-123
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	☐		110-123
	Explains how teachers will learn the curricula	☐		54-56

Strengths:

Areas of Concern:

Conclusions

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
❒	Affirms that each employee will furnish the school with a criminal record summary		☐	123-127
	Outlines specific health and safety practices addressing such key areas as:	☐		123-127
	• Seismic safety (structural integrity and earthquake preparedness)	☐		123-127
	• Natural disasters and emergencies	☐		123-127
	• Immunizations, health screenings, administration of medications, employee TB testing	☐		123-127
	• Tolerance for use of drugs and/or tobacco	☐		123-127
	• Staff training on emergency and first aid response	☐		123-127
	• Description of the charter school's safety plan and disaster preparedness plan	☐		123-127
	References/accompanied by more detailed set of health and safety related policies/procedures	☐		App. 11
❒	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		☐	123-127; App. 11

Strengths:

Areas of Concern:

Conclusions

G	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	☐		127-128
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population	☐		127-128

Strengths:

Areas of Concern:

Conclusions

H	Admissions Requirements	Evidence	Addressed in Petition	Page
❒	Mandatory assurances regarding non-discriminatory admission procedures		☐	128-130
❒	No contradiction of admissions requirements *re: conversion schools and public random drawings* • Describes how random drawing will be conducted		☐	128-130
	Clearly describes admissions requirements, including any preferences • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference	☐		128-130
	Includes a copy of an annual parent/student contract, if available	☐		n/a
	Proposed admissions and enrollment process and timeline	☐		128-130

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of race, gender, gender identity, gender expression, color, national origin or disability. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
	Procedure to select and retain independent auditor	☐		130
	Qualifications of independent auditor	☐		130
	Audit will employ generally accepted accounting procedures	☐		130
	Describe specific scope of audit	☐		130
	Timing of audit and whom it will be sent to	☐		130
	Process for resolving audit exceptions to satisfaction of granting agencies	☐		130
	Describes manner in which the audit will be made public	☐		130
	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year			130
	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)			
	Describes services the charter intends to contract out to the district or another provider (if not included in a memorandum of understanding)			
	Describes manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the authorizing board			

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
	Student code of conduct and process by which this information is given to students and parents/guardians	☐		132
	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☐		132
	Reference to a comprehensive set of student disciplinary policies OR detailed process by which student may be suspended or expelled	☐		132-147
	Describes disciplinary steps to be taken prior to suspension or expulsion	☐		132-147
	Evaluation Criteria [5CCR § 11967.5.1(f)(10)] (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	☐		132-147
	(B) Identify the procedures by which pupils can be suspended or expelled.	☐		132-147

	(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	☐		132-147
	(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	☐		132-147
	(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	☐		132-147
	What educational alternative, if any, will be provided to students who were suspended or expelled	☐		132-147
	Describes who or what body will be responsible for final suspension/expulsion decisions	☐		132-147
	Describes appeal procedures	☐		132-147
	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district	☐		145
	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☐		132-147
	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☐		132-147
	Explains how resident school district or COE will be involved in disciplinary matters	☐		132-147 (n/a)
Strengths:				
Areas of Concern:				
Conclusions				

K	Staff Retirement System	Evidence	Addressed in Petition	Page
❒	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☐	147
	Relationship between teachers and district/county bargaining unit	☐		147
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☐		
	Labor procedures which will be applied to employees	☐		
	Process for resolving complaints/grievances	☐		
	Process for ensuring due process	☐		
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☐		147
	Process for staff recruitment, selection, evaluation and termination	☐		53-56
	Procedure for processing and monitoring credentials if required	☐		53-56
Strengths:				
Areas of Concern:				
Conclusions				

L	Attendance Alternatives	Evidence	Addressed in Petition	Page
❒	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		☐	148
Strengths:				
Areas of Concern:				

Conclusions

M	Description of Employee Rights	Evidence	Addressed in Petition	Page
❒	Description of employee rights upon leaving school district		☐	149
	Acknowledgment whether collective bargaining contract in sponsor district will be controlling	☐		149
	Whether and how charter school staff may resume employment within the district	☐		149
	Sick/vacation leave (ability to carry it over to and from charter school)	☐		
	Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	☐		
	How employees will be paid (e.g. salaried, hourly, etc.)	☐		
	Describes employee benefits	☐		149
	Identifies intended employment status of charter school employees	☐		149
	Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	☐		148
	Describes how rights will be communicated to prospective employees	☐		

Strengths:

Areas of Concern:

Conclusions

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
	Outlines a simple process for charter and granting agency to settle disputes	☐		150-152
	Process indicates whether it is binding on school or granting agency/fair process	☐		150-152
	Step by step process for identifying/framing dispute points	☐		150-152
	• Whether internal charter disputes may be brought to granting agency	☐		150-152
	• Identifies specific parties to be involved at each step	☐		150-152
	• Basic rules at each step	☐		150-152
	• Which results are binding	☐		150-152

Strengths:

Areas of Concern:

Conclusions

O	Labor Relations	Evidence	Addressed in Petition	Page
❒	Whether charter or local school district will be employer for EERA purposes		☐	6-7
	If local district the employer, includes provisions clarifying charter's roles in collective bargaining	☐		
	A declaration of whether charter school employees will be part of the collective bargaining unit in the sponsoring district	☐		
	Statement that charter school employees who are part of the sponsoring district's or county's employee union will be employed under the terms of the district or country collective bargaining agreement	☐		
	If the petitioners elect not to have charter school employees join the sponsoring district's or county's employee union, a declaration as to whether petitioners intend to organize and bargain as a separate unit. Note the charter employees are not required to engage in collective bargaining, but they have that right if they choose as a group to do so.	☐		

Strengths:

Areas of Concern:

Conclusions

P	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes	☐		152
	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)	☐		152
	What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county	☐		152
Strengths:				
Areas of Concern:				
Conclusions				

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes		☐	152
	Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records	☐		152
Strengths:				
Areas of Concern:				
Conclusions				

ii	Civil Liability	Evidence	Addressed in Petition	Page
❒	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education?		☐	152
Strengths:				
Areas of Concern:				
Conclusions				

iii	Financial Plan	Evidence	Addressed in Petition	Page
	• First year operational budget includes:		☐	App. 1
	• Start-up costs	☐		
	• Cash flow for first three years	☐		App. 1
	• Financial projections for first three years	☐		App. 1
Strengths:				
Areas of Concern:				
Conclusions				

iv	Planning Assumptions	Evidence	Addressed in Petition	Page
	• Number/types of students	☐		App. 1
	• Number of staff	☐		App. 1
	• Teacher/student ratio	☐		App. 1
	• Facilities needs	☐		App. 1

	• Whether the charter school will participate in the National School Lunch Program	☐		App. 1
	• Costs of all major items are identified and within reasonable market ranges	☐		App. 1
	• Revenue assumptions in line with state and federal funding guidelines	☐		App. 1
	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☐		App. 1
	• Timeline allows window for grant applications to be submitted and funded	☐		App. 1
Strengths:				
Areas of Concern:				
Conclusions				

v	Start-Up Costs	Evidence	Addressed in Petition	Page
	• Clearly identifies most major start-up costs	☐		App. 1
	• Staffing	☐		App.1
	• Facilities	☐		App. 1
	• Equipment and Supplies	☐		App. 1
	• Professional Services	☐		App. 1
	• Assumptions in line with overall school design plan	☐		App. 1
	• Identifies potential funding source that could or would fund these costs	☐		App. 1
	• Timeline allows for grant and fundraising	☐		App. 1
Strengths:				
Areas of Concern:				
Conclusions				

vi	Annual Operating Budget	Evidence	Addressed in Petition	Page
	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☐		App. 1
	• Revenue assumptions closely related to applicable state and federal funding formulas	☐		App. 1
	• Expenditure assumptions reflect school design plan	☐		App. 1
	• Expenditure assumptions reflect prevailing or market costs	☐		App. 1
	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☐		App. 1
	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☐		App. 1
	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	☐		App. 1
	• Budget clearly indicates restricted versus general operating/flexible funds.	☐		App. 1
	• Expenditure for sufficient insurance to name district as also insured/hold harmless agreement	☐		App. 1
	• Expenditure sufficient for reasonably expected legal services	☐		App. 1
	• Expenditure for Special Education excess costs consistent with current experience in county	☐		App. 1
	• Description of all insurance the charter school will purchase, complete with annual cost	☐		App. 1
Strengths:				
Areas of Concern:				
Conclusions				

vii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☐		App. 1
	• Expenditures projected by month and correspond with typical/reasonable schedules	☐		App. 1
	• Show positive fund balance each month and/or identify sources of working capital	☐		App. 1
Strengths:				
Areas of Concern:				
Conclusions				

viii	Long-term Plan	Evidence	Addressed in Petition	Page
	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☐		App. 1
	• Revenue assumptions based on reasonable potential growth in state and federal revenues	☐		App. 1
	• Revenue assumptions based on reasonable student growth projections	☐		App. 1
	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☐		App. 1
	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☐		App. 1
Strengths:				
Areas of Concern:				
Conclusions				

ix	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	☐		153
	• Provides estimated numbers of students anticipated to enroll	☐		App. 1
	• Identify whether or not will request district-owned facilities	☐		153
Strengths:				
Areas of Concern:				
Conclusions				

x	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district	☐		153
	o If not, does the Petition demonstrate any basis for an exception	☐		
	• Does the Petition identify where the school will operate	☐		153
	• Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels	☐		App. 1
Strengths:				
Areas of Concern:				
Conclusions				

xi	Annual Financial Report	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction.	☐		153-154
Strengths:				

Areas of Concern:	
Conclusions	

xii	Facilities / Transportation	Evidence	Addressed in Petition	Page
	• Specify where school intends to be located and describes facilities to be used by the charter school.	☐		154
	• Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation.	☐		
	• Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.	☐		
	• Transportation arrangements, if any. (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)	☐		

Strengths:	
Areas of Concern:	
Conclusions	

xiii	Insurance Coverage	Evidence	Addressed in Petition	Page
	• Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.	☐		153-154
	• Liability of district/county to handle payments if charter school defaults: • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language	☐		

Strengths:	
Areas of Concern:	
Conclusions	